

Coffs Harbour Senior College Annual School Report 2013



Coffs Harbour Senior College, Year12 Presentation Day, 2013
Major Award Winners

School context

Coffs Harbour Senior College is a centre for excellence focused on providing Years 11 and 12 students with the best possible educational opportunities. The teachers are passionate and committed, providing an extraordinary level of individualised support to students. The adult learning environment, wide range of subject choices and flexible study options in state of the art facilities adds up to a winning formula.

Director's message

I am pleased to be able to present to you the 2013 Annual School Report. I acknowledge the contribution of John Ward who retired as Director in October 2013. His passion for the college and in particular the students was evident in his focus on professional learning for staff and the continuation of the ALARM scaffold to assist students learning and responding.

I congratulate the students, staff and college community on another wonderful year and look forward to working closely with you in 2014.

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.

Dianne Marshall

Student representative's message

The SRC had a busy year, with an active, committed group of students. They took part in several fundraisers for the Cancer Council, joining with the TAFE for 'Shave for a Cure'. We had a strong contingent ready for 'Relay for Life'. Unfortunately the 24 hour event was cancelled due to inclement weather but the students enthusiastically participated in our own mini 'Relay for Life' later in the year where they had the opportunity to remember those they relayed for. Fundraisers were held for the orphanage in Haiti and several students also donated their old school laptops which were reconditioned and sent to Haiti for use in the school.

Colours Day was a great success this year, with several new ideas being adopted into the day, largely due to the input of the SRC. Participation was high and it was great to see the pride the students have in attending the Senior College.

Jodie Cooper as president, and Guy Leckenby as vice president of the college, worked consistently throughout the year to encourage a positive atmosphere for students; presenting ideas at Student Advisory Group meetings and successfully chairing student meetings. Thanks to them both, and to the other SRC members who donated a new video camera to the school and left lasting memories for the student body and teachers.

Jodie Cooper, President and Guy Leckenby, Vice President

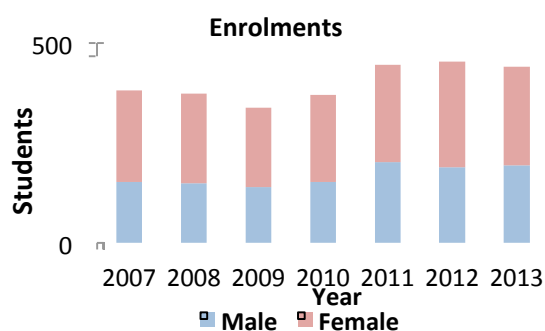
Student information

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

Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012	2013
Male	153	149	140	152	202	189	194
Female	228	224	197	218	243	264	247

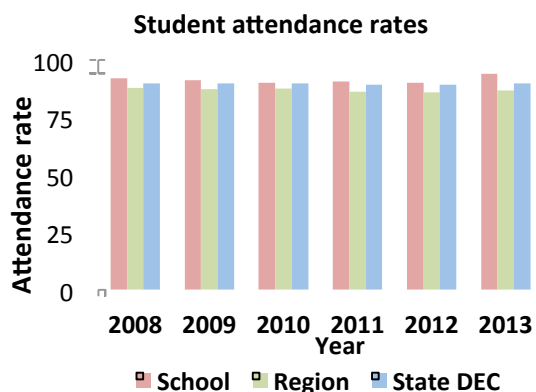
□



Student attendance profile

	Year	2008					
		2008	2009	2010	2011	2012	2013
School	7		0.0	0.0	0.0	0.0	na
	8		0.0	0.0	0.0	0.0	na
	9		0.0	0.0	0.0	0.0	na
	10		0.0	0.0	0.0	0.0	na
	11		90.7	89.0	91.0	89.5	92.0
	12		92.0	91.9	90.3	90.5	94.0
	Total	92.0	91.3	90.0	90.7	90.0	92.9
Region	7		90.1	90.7	90.4	90.0	90.6
	8		87.4	88.4	87.4	87.1	88.3
	9		86.1	86.7	85.7	85.4	86.0
	10		86.4	85.8	83.4	83.1	83.6
	11		87.2	86.4	84.4	84.0	84.7
	12		87.6	88.0	86.4	86.3	87.2
	Total	88.0	87.4	87.6	86.3	85.9	86.7
State DEC	7		92.3	92.6	92.5	92.4	93.2
	8		90.0	90.5	90.1	90.1	90.9
	9		88.8	89.1	88.8	88.7	89.4
	10		88.7	88.3	87.1	87.0	87.7
	11		89.4	89.1	87.6	87.6	88.3
	12		89.4	89.8	89.2	89.3	90.1
	Total	89.9	89.7	89.9	89.2	89.1	89.9

Improving attendance rates is a priority in the School Plan. The increase in 2013 indicates the strategies have been successful.



Management of non-attendance

Non-attendance is addressed by contacting the parents by phone, written advice and interviews.

Post-school destinations

Year 12 students

Finished HSC	87%
TAFE Entry	6%
Employment	2%
Apprenticeship/ Traineeship	1%
Other	4%

University Early Entry offers 2013

Southern Cross University made 44 early offers with 39 of these being into degree programs.

University of New England made 23 early offers.

Charles Sturt University made 1 early offer and 3 conditional offers.

University of Canberra made 1 early offer.

Year 12 students undertaking vocational or trade training

Framework Courses

Information and Digital Technology was taught at Coffs Harbour Senior College and had 37 students (31 male and 6 female) complete the preliminary year and 11 students (7 male and 4 female) complete the HSC year. All of these students gained Certificate 2, and competencies toward Certificate 3, in Information and Digital

Technology. 3 HSC students (all male) completed Information and Digital Technology Extension which was taught by TAFE.

Hospitality was taught at Coffs Harbour Senior College and had 27 students (8 male and 19 female) complete the preliminary year. 18 students (8 male, 10 female) completed Hospitality in the HSC year. Of these students all obtained Certificate 2 in Hospitality.

Other framework courses were accessed through TAFE with students commencing Retail (4 preliminary, 3 HSC), Tourism (8 preliminary, 6 HSC), Metals & Engineering (4 preliminary, 0 HSC), Construction (8 preliminary, 3 HSC), Business Services (0 preliminary, 4 HSC) Primary Industries 4 unit (0 preliminary, 1 HSC), Automotive (6 preliminary, 0 HSC); Electrotechnology (2 preliminary, 2 HSC); Financial Services 0 preliminary, 1 HSC); and Human Services (2 preliminary 2 HSC).

Entertainment Industry was taught at Toormina High and Orara High with 4 preliminary students and 7 HSC students undertaking the course.

Mandatory work placement was organised through Youth Directions.

Non Framework Courses

Sport Coaching was taught this year with 12 students (9 male and 3 female) completing the preliminary year and 5 students (all male) completing the HSC year. 4 students received Certificate 2 in Sport Coaching. All students completed 35 hours of Work Placement which was organised by the teacher of the course.

A total of 42 students commenced non framework TVET courses in the preliminary year while a total of 33 students commenced non framework TVET courses in the HSC year. These courses were studied at both Coffs Harbour Education Campus and the Glenreagh Street Campus of TAFE.

School-Based Trainees/ Apprentices

There were a total of 9 school-based trainees/apprentices in 2013.

Of the Year 11 school-based trainees:

1 student undertook a Retail school-based traineeship;

1 student undertook an Electrotechnology traineeship which will continue next year;

1 student undertook a Community Services traineeship.

Of the Year 12 school-based trainees:

1 student completed a Community Services traineeship;

2 students completed a Human Services traineeship;

2 students completed a Retail traineeship;

1 student completed a Financial Services traineeship.

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 presentation days. The award was decided by VET teachers in conjunction with the VET Co-ordinator.

Jake McCulloch, a Year 12 student in 2012, was this year awarded an Australian Vocational Student Prize. The prize, awarded on an Australian wide basis, recognises the achievements of students who complete senior secondary studies while undertaking vocational education and training. Jake received \$2,000 and an achievement certificate.

Year 12 students attaining HSC or equivalent Vocational educational qualification

202 students sat the compulsory HSC English examinations. 199 students were awarded the HSC while 15 received a Record of Achievement. These students were cross-school and pathways students.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teachers	7
Classroom Teacher(s)	35
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1

Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administrative & Support Staff	8
Total	56

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There were no Aboriginal people working at the college.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. Note: Postgraduate figures exclude Grad Dip Eds.

Qualifications	
Degree or Diploma	100%
Postgraduate	10%
NSW Institute of Teachers Accreditation	5 staff

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	30/11/2013
Income	\$
Balance brought forward	1046325.41
Global funds	462299.33
Tied funds	1383149.36
School & community sources	162100.03
Interest	32021.30
Trust receipts	57177.24
Canteen	0.00
Total income	<u>3143072.67</u>
Expenditure	
Teaching & learning	
Key learning areas	119745.70
Excursions	107554.15
Extracurricular dissections	42623.41
Library	2912.58
Training & development	9535.93
Tied funds	1392788.32
Casual relief teachers	56622.77
Administration & office	280818.96
School-operated canteen	0.00
Utilities	78612.97
Maintenance	2673.96
Trust accounts	51872.91
Capital programs	91580.00
Total expenditure	<u>2237341.66</u>
Balance carried forward	905731.01

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

School performance 2013

Academic achievements

Higher School Certificate (HSC)

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).

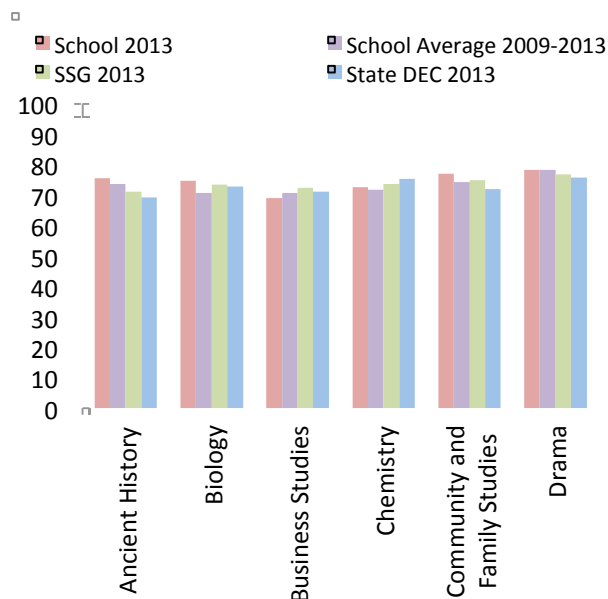
HSC Highlights

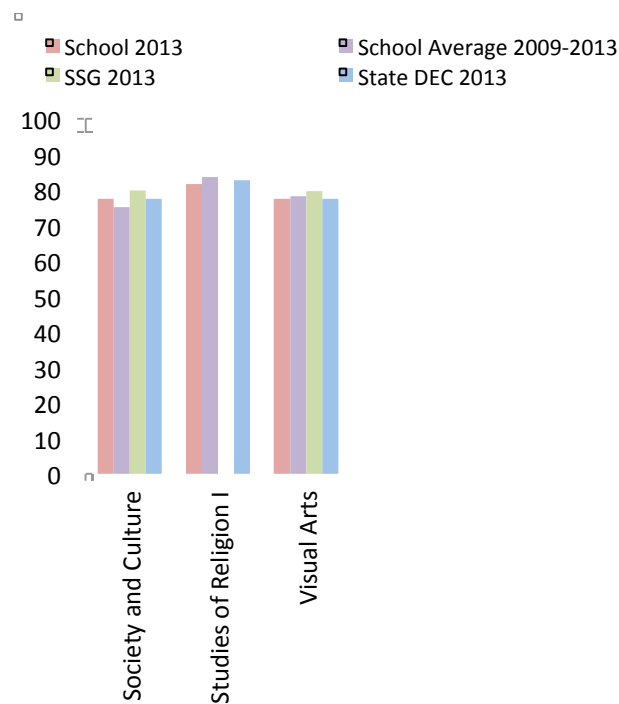
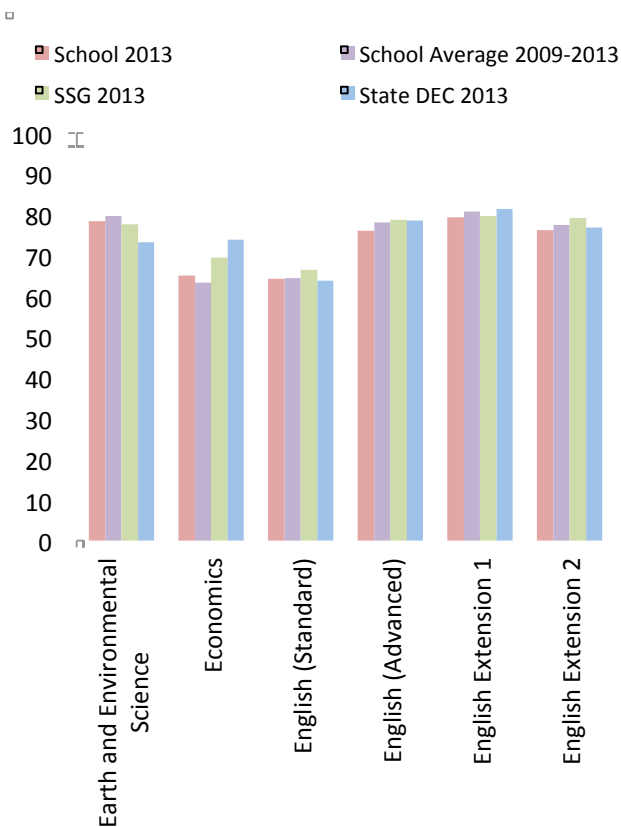
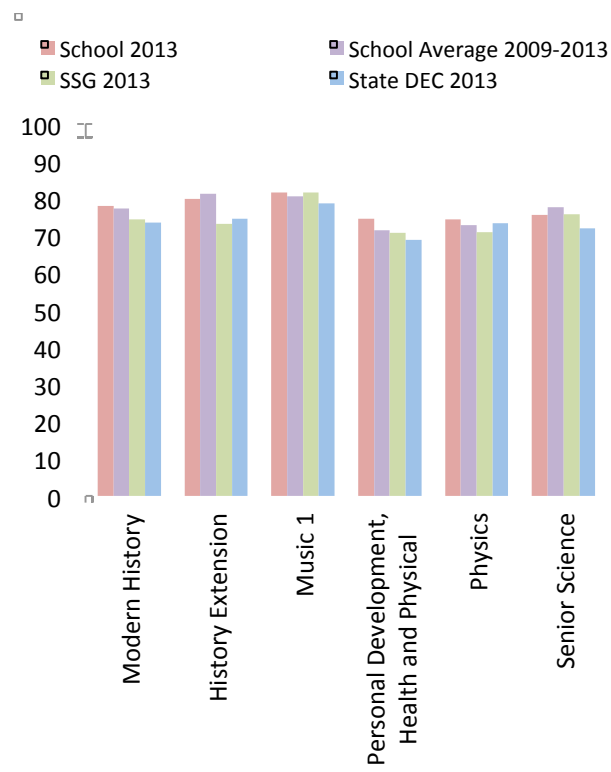
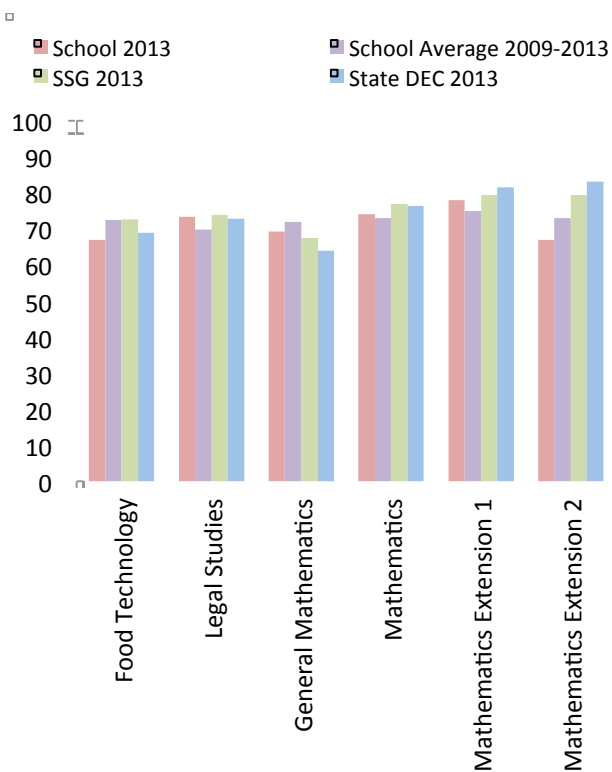
- College Dux: Guy Leckenby with an ATAR of 99.25
- HSC All Round Achievement: Evlyn Kok-McCosker and Connor Wilson
- 64 Band 6 results achieved across 25 courses
- 54% of our students achieved Band 5 or 6 results
- Evlyn Kok-McCosker, Guy Leckenby, Uma Miller and Connor Wilson all achieved Band 6 across five subjects.
- Uma Miller achieved 4th in NSW and Connor Wilson achieved 9th in NSW for Ancient History and Connor Wilson achieved 9th in NSW for Textiles & Design
- Uma Miller and Connor Wilson received the Australian Hellenic Council Academic Award for Achievement in Ancient History
- Claire Jones was nominated for her major study performance in Dance for *Callback*

Students on the HSC Distinguished Achievers List

Ruby Barber – Textiles & Design
 Darcy Bennett – Engineering Studies
 Jacen Bennett – Music 1
 Elise Boccanfuso – Biology, PDHPE, Physics
 Jarrod Chakos – Mathematics
 Jodie Cooper – History Extension
 Grace Craig – Senior Science
 Coralie Cram – English Extension 1, Society & Culture, Visual Arts
 Phoebe Daniel – General Mathematics
 Jessica Downey – Textiles & Design
 Matthew Elsley – Ancient History
 Jenae Freeman – General Mathematics
 Thomas Gardiner – General Mathematics
 Alana Griffiths – Senior Science
 Gemma Keers – General Mathematics
 Sebastian King – Mathematics Extension 1, Physics

Evlyn Kok-McCosker – Biology, English (Advanced), English Extension 1, General Mathematics, Modern History, Textiles & Design
 Shanteya Lancaster – Drama, Music 1
 Jesse Lane – Society & Culture
 Guy Leckenby – Chemistry, Mathematics Extension 1, Mathematics Extension 2, Physics
 Jacob McIntyre – Biology, Mathematics, Mathematics Extension 1, Physics
 George Miller – French Beginners
 Uma Miller – Ancient History, English Extension 1, English Extension 2, Modern History, History Extension, Visual Arts
 Michaela Murphy – Music Extension
 Lydia Pothin – Visual Arts
 Evangelene Rushforth – Ancient History, Modern History, Studies of Religion 1
 Sophie Sheather – Spanish Beginners
 Bethany Spens-Black – Ancient History
 Connor Wilson – Ancient History, English (Advanced), General Mathematics, PDHPE, Textiles & Design





HSC: Relative performance from Year 10 (value added)

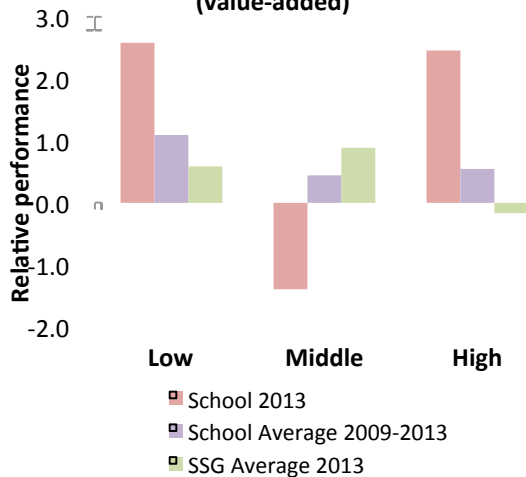
There has been an improvement in the value added data in the higher performing range which is very pleasing.

HSC: Relative performance from Year 10 (value-added)

Performance Band	Low	Middle	High
School 2013	2.6	-1.4	2.5
School Average 2009-2013	1.1	0.4	0.5
SSG Average 2013	0.6	0.9	-0.2

Note: By definition, the State average relative performance is zero

HSC: Relative performance from Year 10 (value-added)



Year 12 Major Award Winners

Dux – Guy Leckenby

Top ATAR 2012 – Caitlin Reulein

Caltex All Rounder Award – Guy Leckenby

Academic Excellence Awards – Guy Leckenby, Evlyn Kok-McCosker, Uma Miller, Connor Wilson

Academic Awards – Tamara Blaxland, Elise Boccanfuso, Justine Bowman, Brody Cowling, Coralie Cram, Breanna Egan, Lauren Hasson, Seb King, John Krestensen, Shanteya Lancaster, Jesse Lane, Jacob McIntyre, Michaela Murphy, Evangelene Rushforth

UNSW Scholarship – Evlyn Kok-McCosker

University of Newcastle Scholarship – Jacob McIntyre

UNE Vice-Chancellor's High Achievement Prize – Natalie Dierick

Vocational Education Awards – Mahli Lahene, Hannah Lohs

Work Placement Award – Lauren Hasson

Reuben F Scarfe Foundation Award – Jesse Lane

Commitment Trophy – Elise Boccanfuso

Commitment Awards – Jarrod Chakos, Khai Clarke, Natalie Dierick, Mikaela Hannaford,

Cortney Hughes, Jacob McIntyre, Robin Monro, Jayden Moye

Citizenship Shield – Jodie Cooper

Involvement Awards – Reece Baker, Jacen Bennett, Jacquie Cross, Joshua Doak, Matt Elsley, Shanteya Lancaster, Michaela Murphy, Nathan Spinks

The Legacy Rainy Macdonald Award for Service – Joel Babbage

The McDonald's Award – Jasmine Sykes

The SCU Award – Renee Guihot

The Moody/McKimm Creative Aptitude Award – Shanteya Lancaster

Rotary Daybreak Citizenship & Community Service Award – Evlyn Kok-McCosker

ADF Long Tan Leadership & Teamwork Awards – Matt Elsley, Evlyn Kok-McCosker

Year Adviser Awards – Jess Downey, Matthew Mawby, Lydia Pothin, Elissa Sherwood, Zoey Wilkes, Tyrone Willis

Sportsperson – Lachlan Moye

Sports Awards with Distinction – Elise Boccanfuso, Oliver Gough, John Jensen, Lachlan Moye, Mitchell Stewart, Jacob Wilson

Pierre de Coubertin Award – Elise Boccanfuso

College Blue – Guy Leckenby (Cross Country), Joshua Doak (Cross Country)

Other Year 12 achievements

- Jacen Bennett, Michaela Murphy – performer at the North Coast Secondary Principals' Conference
- Jenae Freeman, Thomas Gardiner – High Distinction in UNSW Australian Business Studies Competition
- Lauren Hassonb – High Distinction in Australian Geography Competition
- Evlyn Kok-McCosker – attended the National Youth Science Forum in Canberra
- Shanteya Lancaster – performed in the Talent Identification Program and at the North Coast Secondary Principals' Conference
- Guy Leckenby – attended the National Youth Science Forum and was selected as one of only two Australians to attend the International Youth Science Seminar in Stockholm

- Kathryn Nojin – attended the NSW Constitutional Convention, and was chosen as a national delegate to represent NSW at the National Constitutional Convention in Canberra
- Aron Oroszvari – winner of the 2012 Gillian Helfgott Scholarship for a singer under the age of 25

Year 11 Major Award Winners

Academic Excellence – Lachlan Gall, Stephanie Gardiner, Harry Stanton

Academic Awards – Tally Barker, Tess Connery, Alana Crofts, Hayley Deam, Madison Ebert, Kayla Ellery, Lachlan Gall, Stephanie Gardiner, Jake Sheath, Harry Stanton

Academic Progress Award – Ann Shipman

Academic Encouragement Award – Andrew Jeffery

Citizenship Award – Hayley Deam

Commitment Trophy – Sally O’Brien

Quota Award – Meera Attrill

Legacy Award for Service – Raffaella Bianchino

Rotary Club of Coffs Harbour Daybreak Service Award – Jessica Moore

Involvement Awards – Callum Hunter, Jack Parker, Lokki Brown, Callum Podbury

Commitment Awards – Lani Crofts, Bethany Ricketts, Emily Lowe, Jo Copeland, Kayla Ellery, Lachlan Gall, Stephanie Gardiner, Alexandra Cross, Casey Hogben

CHEC Award – Elizabeth Koster, Grace Koster

Vocational Award – Emma Grimley, Ciaran Melrose, Carl de Masi, Bokki de Beer

Year Adviser Awards – Tess Connery, James Leonard, Blair Harrison, Bailey Patterson, Lily Herbert, Ezra Sugden, Jacob Wicken

Sportsperson – Tenielle Stubbs

Sport Award with Distinction – Jakob Dolan, Jessica Moore, Tenielle Stubbs

Significant programs and initiatives

Key Learning Areas:

English

2013 has been a busy year in the English faculty with our continued focus being the delivery of high quality learning opportunities for students in all courses. We welcomed David Neville to our faculty, having previously taught in HSIE at the Senior College during 2012, and Lisa Wainwright back from maternity leave at the end of Term 1.

Preliminary curriculum development has been a key component in 2013 as we prepare for the new HSC English Prescriptions 2015 – 2020 for the Area of Study and Modules. There was the compilation of a new drama unit in Preliminary Standard English, focusing on indigenous issues. Advanced English teachers had the opportunity of a professional planning day in Term 4 to completely re-design the Preliminary Advanced program for 2014 to better prepare students for new texts and modules in 2015. We were fortunate in being able to attend presentations organized by Jon Hart and Michelle Henderson, through the C4E, that brought to Coffs Harbour two English presenters who familiarized us with these new texts and possible pathways for study. For HSC Advanced English in 2015, our chosen text pathway sees quite a change with the repositioning of our Shakespeare text away from Module B – Critical Study of Text, to the Area of Study – Discovery. We hope this will enable students to more confidently engage with Shakespeare. English staff are looking forward to the teaching of our chosen texts and developing new resource material during 2014.

Staff were further engaged in additional professional learning this year to consolidate HSC course content. In May 2013, Lee Stafford and Karen Deam travelled to Sydney to attend the “English Big Day Out” and were also fortunate to attend a Sport for Jove production of *Hamlet* at the Seymour Centre. Jon Hart attended a seminar in Sydney that focused on preparation for the Australian Curriculum in Stages 4 and 5 as well as introducing the new texts for the 2015 HSC.

Students were offered a range of English and writing competitions this year such as “What Matters” Writing Competition, run by The Whitlam Institute through UWS; The Dorothea Mackellar Poetry Competition and “Heading North” Writing Competition targeting young

people on the North Coast of NSW. It was pleasing to see active participation with these writing opportunities. 2014 HSC students were able to hone their creative writing skills at a creative writing workshop that was again hosted by the Senior College, with one of the presenters being Teresa Welsh. This study day was attended by local Coffs Harbour schools as well as those in the surrounding region and continues to be a fabulous opportunity to showcase the wonderful facilities we have here at the Senior College.

Karen Deam – Relieving Head Teacher English

Dance

This year the college had 4 students sit for their HSC in Dance. All of these students majored in performance with one of these students, Claire Jones, being nominated by the examiners to perform her major dance work at the *Callback* concert that showcases exemplary work from across the state.

The HSC students also benefited from dance workshops in technique and composition to increase their technical ability and assist in generating movements.

We once again held an open class so parents and friends could view the students perform their works prior to the exam.

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 2013 we had 19 Year 12s complete their HSC. Twenty two are enrolled to do Drama for HSC 2014. The best thing about these numbers is that the students inspire each other to new creative heights and so the momentum grows.

In 2013 we enjoyed our annual pilgrimage to see *OnStage* at the Seymour Centre in Sydney which showcases the best performances from NSW. Twenty two Year 11s, John Ward and I also travelled to Sydney to see *WarHorse* and the Bangarra Dance Company. These excursions open the students' eyes to professional performance at a world standard. I delight in the astute observations the students make about the productions and the way they are so open to these valuable life experiences.

Belvoir Theatre has continued to provide first class tutors and programs for us and all the students have enjoyed training in group devised with Michael Piggott. We also attended the group launch for HSC Drama where students from the region come together for a very productive afternoon and evening.

Our combined lunch time 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 Luke Fowler for his successful audition and acceptance into TAFTA. He will be heading to Los Angeles soon.

With our current Year 11 numbers sitting on 48 for next year our department continues to thrive. Thanks to Music for our continuing performance collaborations. Thank you also to Jon Hart our Head Teacher. Viva la theatre!

Lynnie Robertson – Drama Teacher

French Beginners

As in previous years, students were offered the opportunity to sit for the Australian Languages Certificate (ALC). One Year 12 student only, George Miller, participated and received distinctions and credits for both the reading and listening sections. The aim is to encourage more students from the 2014 HSC cohort to take the opportunity to compete in this exam. Again in 2013 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.

Vanessa Faynes – French Teacher

Music

2013 has been a very busy and productive year for both the students and teachers in the music department. The college offers music in all three HSC Music courses – Music 1, Music 2 and Extension Music. This year students from Year 12 sat for all three courses.

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, the North Coast Principals' Conference and both the Year 11 and Year 12 graduation ceremonies.

Year 12 students showcased their talents in the annual Drama, Music and Art concerts held over two nights in July. 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 2012. 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 Mozart's *Requiem*. 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:

Shanteya Lancaster and Jasen Bennett with outstanding performances of original compositions scored for strings, guitar and vocals. Both have been participants in Talent Development Programs.

Michaela Murphy who regularly performs in the Bellingen Youth Orchestra and the Coffs Harbour Orchestra.

Sally O'Brien who is a member of the Conservatorium String Ensemble. Sally was chosen to attend an orchestral workshop at the Sydney Opera House with the visiting orchestra from Denmark.

Ezra Sugden and Callum Podbury who are members of the Conservatorium Guitar Ensemble and recently performed in a concert with David Helfgott.

Many Year 11 and 12 students were involved in the Coffs Harbour Eisteddfod with Jack Parker taking out many awards.

Susan McGowan and Lindsay Morley – Music Teachers

Mathematics

This has been another enjoyable year for the mathematics staff at the Senior College. 2013 saw Sandra Colbran take up a 0.6 load in mathematics and she has been a very welcome addition to the team, and I know that Sandra has enjoyed the opportunity to be able to interact with students at a different level to what she has been used to.

The faculty has been busy this year with the introduction of the new Preliminary General Mathematics course and with programming for the New General 1 and General 2 courses for next year. A big thank you to the staff for their work and effort to get this process completed.

And finally a big thank you to all of the maths staff for their professionalism and commitment to the students of the senior college.

Tony Bone - Head Teacher Mathematics

Science

Another year draws to a close. The science faculty now has five staff in total – this year we have welcomed another teacher to our faculty, Scott Hollingsworth who brings a raft of Chemistry and Marine Studies skills to the science faculty.

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

Sydney Science Experience

This year we took some 30 science students to Sydney for three days to access science resources available to the metropolitan students, in

particular the HSC preparatory sessions run by the universities in Sydney. We stayed at the Central YHA and from all accounts the students loved their experience.

Activities included a visit to ANSTO, the NSW University Disease Museum, the Natural History Museum, Sydney University Quick Start program, and the Maritime Museum.

ICAS competition

In 2013 we had some 20 students entering the ICAS examinations for Science. This year Lachlan Gall achieved a high distinction, consequently he was invited to an award ceremony at UNSW and awarded "bonus" ATAR points for undergraduate degrees at UNSW.

Joel Babbage, Robyn Munro and Jaiden Moye from Year 12 achieved a distinction, whilst Year 11 students Casey Hogben and Bethany Ricketts gained a distinction.

A great effort by all, with another ten or so students gaining participation awards. We look to build on the number of students participating with the possibility of sponsoring some students in the event.

Biology

This year our Preliminary Biology, Earth & Environment Science (EES) and Senior Science students had an excursion to Woolgoolga early in the year to augment the teaching of the "Local Ecosystem" unit.



Year 12 Biology has had lectures from the blood bank about donated blood and blood products and were invited to the Sydney University where they went over many of the mandatory practicals at the Quick Start University HSC support program.

Chemistry and Physics

2013 was a very successful year for the Chemistry Titration Competition with our team of Josh Doak, Guy Leckenby, and Nathan Spinks winning the regional and gaining silver in the national titles.

As part of the Sydney Science Experience 2013, our Physics students were given the opportunity to visit the Centre for Quantum Computation & Communication Technology, a global leader in their field. UNSW operates as the head research node for this highly ambitious research programme dedicated to developing the science and technology of a global quantum information network.

Students were taken on a guided tour through their facilities including an up close look at a state of the art scanning tunnelling microscope, and also engaged in a question and answer session with some of the centre's research scientists.

Earth and Environmental Science

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, again with a fantastic field program developed by Matt McKenzie and the Thalgarra Environment Education Centre (EEC) staff. We stayed at the Thalgarra EEC dorms 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) and our Scientist in School Dr Nancy Vickery who put on a wonderful variety of theoretical lectures backing up the lessons presented back at the college.

Science Homework Centre/ Science Booster Days

The Science Homework Centre sessions have been better subscribed this year but we still need to further promote the sessions. This year we ran a two-day HSC booster session for college and regional science students during the Term 3 holidays which was well subscribed by our students, Coffs Harbour and Nambucca Heads High School students.

Overall Improvement Strategies for the Science Faculty:

- We have been successful in 2013 at guiding students into more appropriate science

subject choices. This year we now have three classes in Year 12 Senior Science, a practical based subject for those students who like science but do not necessarily desire to enter tertiary courses in the sciences.

- There has been a trend in the past few years where our science students have not been accessing the band six performance level with a clumping of students in the high band 5 performance level. This occurs typically 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 our SMART (School Measurement, Assessment & Reporting Toolkit) data and the RAP (Results Analysis Package) data this year to see if we have made any progress in this area.
- We will be trying to increase staff access to the HSC marking procedures for our Physics, Chemistry and Biology teaching staff. This year Scott Hollingsworth has contributed to the HSC Chemistry marking.
- Another focus this year has once again been the integration of technology into our everyday practice with the faculty being part of the college's iPad trial program 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.
- 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 drop box which has enabled a quick and effective sharing of resources with our colleagues in neighbouring schools and also with our HSC students throughout their HSC exam preparation.
- 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.

Marc Miller – Head Teacher Science

Visual Arts

In 2013 student interest and demand for classes remained high with the college maintaining four Year 11 and four Year 12 Visual Arts classes.

Photography continues to remain a popular subject choice for students. Again there is an increasing use of digital photography and video.

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.

This year we took a very successful excursion to the Brisbane Asia Pacific Triennial Exhibition at the Gallery of Modern Art. Students enjoyed being immersed in contemporary art which definitely benefited both their exam responses and their own art making.

Ian Rushforth – Visual Arts teacher

Personal Development, Health, Physical Education (PDHPE)

2013 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 participated enthusiastically throughout the year and maintained their high level of application to the very end with several students having a 100% attendance for the entire 12 month HSC course. 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.

Sport Coaching

What a fantastic year 2013 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 have instantly displayed maturity and motivation towards achieving their competencies.

We have participated in several challenges throughout the year including the Ocean Surf Safety Award (OSSA) award delivered by the Coffs

Harbour City Council Lifeguard team. This program included learning important life skills regarding the ocean including rip identification, identifying potential hazards on the beach and first aid. Along with this came the often difficult 'missions' which consist of run, swim and paddle challenges around buoys set beyond the wave break. The program went over a period of ten weeks and they gained certificates of participation on the successful completion of the course.

The Sport Coaching class then had the opportunity to teach Boambee Primary School students a range of sports in preparation for their athletics carnival. Our 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 has once again been a part of the HSC marking process for the PDHPE exam and a member of the Industry Training Advisory Group (ITAG) in developing the new Sport Coaching program to be implemented in 2014.

Wade Newton – PDHPE and Sports Coaching teacher

Human Society and Its Environment (HSIE)

The HSIE faculty continued 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. 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. The other key area was establishing a

clear understanding of the Sentral Online Data system which the whole college has been involved.

Training and Development

Four staff marked at the HSC centres in Business Studies, Modern History and Extension History this year. Jon Hart, Ross Burton, Charlie Bellemore 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 2014, it is anticipated that more of the HSIE faculty will be involved in HSC marking as indicated by their professional learning plans.

We ran a successful Business Studies and Legal Studies professional learning day for North Coast teachers, and we ran for the 12th year in a row, the annual Senior History Study Day for North Coast students. The range of speakers included world famous Estelle Laser and attracted hundreds of students and teachers to these days.

The online conference for Society & Culture teachers in regional areas which provided valuable feedback on the Personal Interest Projects (PIP) and other aspects of teaching units. Maureen Linsley, Robyn Edwards and Sam Cross attended the day and reported some good ideas being discussed during the day.

Aboriginal Studies

We were pleased to offer Aboriginal Studies in 2013 as an HSC course. Although the candidature was small 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



Norta Norta teacher Colleen Kitchener and Zoey Wilkesat the Galimbila Aboriginal Health Clinic

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

Gumbaynggirr Language Teacher, Fiona Hyland and Noelene Skinner from TAFE, Fiona Webb from Saltwater Freshwater Arts Alliance, Auntie Bea Ballangarry, Uncle Gary Williams from Murrabuy Language Centre and many other members of the local Gumbaynggirr community.

Students had to conduct visits to health care centres for Aboriginal people. We visited two sites, one at the Coffs Harbour Base Hospital where we spoke to the Aboriginal Health team who gave us some detailed information on patient care and their award winning 48-hour post operational follow up.

The second site visit was to Galambila Health Centre where we got a first-hand view of how a busy clinic works for the local Gumbaynggirr community. Of special note was the range of holistic programs offered as well as detailed assessment of every patient who comes to the



centre. One of the successful programs was an anti-smoking cessation plan. This involved counselling and ongoing support to quit smoking over several months. The photo included here of one of our students Mahli Lahene (left) holding some of the anti-smoking material used to educate smokers of the dangers of the habit.

I would like to acknowledge the support and encouragement given by the Aboriginal community in the delivery of this course. Part of the course work for the HSC required our students to study international First Peoples and we focused on the Lakota Sioux of Pine Ridge Reservation site for criminal justice and the Mohawks of St Regis in Upstate New York. We had the privilege of listening to Uncle Johnnie Aseron Brownwolf a First Nation elder from the Cheyenne Nation. It was fascinating to listen to his insights on world history and cultural dynamics

Heritage and Identity was another unit of work and the Darrunda-Wajaarr Repair to Country team visited our class to discuss how a local Gumbaynggirr team is busily restoring coastal headlands and river systems with traditional plants. The team is advised by the local Coffs Harbour Aboriginal and District Aboriginal Land Council as to how country is to be repaired and

what are appropriate species of plants to be used to regenerate land and water systems.

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 2014.

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. Teresa Welsh, Charlie Bellemore and Sam Cross all taught with enthusiasm. Year 11 students travelled to Sydney 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.

Business Studies

The Business Studies was a smallish cohort of around 55 students in three classes, with three teachers. Students were quite actively engaged from the beginning of the Preliminary course and worked collaboratively with their teachers. Needless to say the weeks prior to exams and assessments were typically quite hectic.

Students in general went to considerable effort in preparation for the HSC exams, in particular writing practice reports, completing past papers and learning the dot points off by heart. For their part the three teachers actively worked together both inside and outside the class room to provide current content and case studies.

Notable achievements included participation in the Business Studies Competition and the excellent standard of reports presented for the Business Studies Assignment and the Plaza Marketing Research Task.

Economics

In very uncertain economic times students were challenged to make sense of the changing

economic climate of the modern world. Students were kept busy keeping up to date with current economic policy in a year when there was a change in government.

The 2013 cohort of Economics students is a small but very capable and enthusiastic group. Given the current issues in the global economy such as the Global Financial Crisis (GFC) and the sovereign debt issues, the class was engaged in analysing a variety of possible policy responses.

Both of their teachers were actively collaborating with the class on the development of the Japanese case study. This proved fascinating for all, given the debt to Gross Domestic Product (GDP) ratio and the uncertain future for the Japanese economy in the longer term.

Students were given the opportunity to participate in the University of NSW Economic Competition in addition to their HSC work. This competition supplements and tests their general knowledge about economics.

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.

Once again, we organized the Extension History Study Day for North Coast students which 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 HSC markers. They gave valuable insights into responding to HSC questions and advice on the use of historical sources in their talks.

Geography

This small group maintained a cohesive and inclusive attitude towards activities in class. Two topic areas are covered in the Preliminary course – the Biophysical World and Global Issues. There is a strong emphasis on skills development and a clear understanding of local environments and concerns. Fieldwork is an important component with a trip to Sawtell Beach to commence the course. We are fortunate to have such a large campus with a diverse range of habitats with students undertaking a number of studies of the

Wet Schlerophyll forest of Newports Creek along the school boundary.



Legal Studies

Once again it has been a busy year for Legal Studies. Students attended both the Local and the District Courts to supplement and complement the course material covered in the classroom. The Magistrate was happy to field questions from our students during a recess period during the day's proceedings. Seeing the legal system in action is essential in this course.

Staying on the right side of the law became apparent after their trip to the court house.



Chase Hastings at the District Court

Students were also given the opportunity to participate in the Southern Cross University Mooting Competition in Lismore.

Modern History

2013 saw a new group of young historians travel to Sydney for the 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. Dr Tracey Sullivan gave some excellent insights into tackling historical sources. To help with students' understanding of the research processes students also visited and joined the State Library of NSW where they had access to a treasure trove of historical documents, 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.

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.

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 fourth annual PIP Study Day was again conducted and attended by all Year 12 students undertaking Society & Culture in 2013. 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.

Thirty-two students completed a PIP and provided them with 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 was of a high standard.

This year's focus has been on improving student responses to set questions and a lot of time has been spent modelling responses and engaging with students on how to best demonstrate their skills in Society & Culture. These techniques have resulted in a more confident approach to exam work and it is hoped that this will be reflected in the upcoming results.

Studies of Religion I

The focus this year has been 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 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.

The exciting development for 2014 will be the introduction of Studies of Religion II as a Preliminary course with an HSC class sitting for the examination in 2015.

Competitions available for HSIE students

ASX Sharemarket Game – the college entered 68 syndicates in this competition and despite the economic downturn the majority of the syndicates made a profit, proving that students can be fiscally responsible and can spot a bargain even in tough economic times. 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.

Geography Competition – in our 6th 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 – Lauren Hasson, Mitchell Stewart, Justine Bowman.

Business Studies Competition – 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.

Tom Gardiner achieved an outstanding high distinction and was awarded a monetary prize as he was in the top 1% of students who competed in this competition from across Australia.

Economics Competition – in our ongoing pursuit of challenging our students we again entered the UNSW Australian Economics Competition. This competition can be entered by both Preliminary students and those studying the HSC. This competition tests student's knowledge of current global and domestic economic issues. Tom Gardiner and Brianna Egan both were awarded distinctions.

SCU Mooting – college students participated 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 are each made up of two senior counsel members, Ellisa Sherwood and Francesca Bacci and one advising solicitor, Jake Harrison. The University’s Chancellor, The Honourable John Dowd AO QC, a former Supreme Court Justice, and two other judges presided over the event.

Constitutional Convention – Sally O’Brien was selected to participate in the NSW Schools Constitutional Convention. This is an opportunity for students from both public and private schools across NSW to debate issues in Parliament House in Sydney regarding constitutional matters concerning young Australians. She was one of only 120 students from across all NSW high schools selected to attend.

Practicum Student Teachers

Our faculty had a number of practicum student teachers during the year and they gained valuable insights into the teaching profession. We have developed close ties with SCU, and the shadowing program which enables student teachers to ‘shadow’ experienced teachers, has been a successful program to transition them for the work of teachers. Dylan Fletcher and Shaun Cumming were two excellent practicum teachers who were here during May and August.

After Hours Tutorials

Charlie Bellemore was involved in the tutorial program where students sought assistance in a range of HSIE subjects. This proved to be a useful study program as students sought help with assessment tasks, essay writing skills and reading material organisation.

Vietnam and Cambodian Excursion

Halong Bay and Angkor Wat, two of the great wonders of the world – these two places bookended the annual excursion to Vietnam and Cambodia. Thirteen students and six adults travelled the length of Vietnam from Hanoi to Saigon and then into Cambodia travelling from the Vietnam border to Phnom Penh and then on to Siem Riep before flying home. The 17-day excursion allowed the students to gain a greater cultural and social awareness of each country

particularly in the history and religion of each country.

Highlights were numerous. For some it was the natural wonder of Halong Bay or the magnificence of the Angkor temples. For others it was the shock of the Killing Fields and Tuol Sleng prison. The traffic, the food and shopping also created fascinating experiences. For many of the group, it was the visits to the orphanages that will have a lasting legacy. Along the way, the group had to negotiate two new currencies, different traffic conditions and the ability to barter.

This year was the first time that Cambodia has been included in the itinerary. It will definitely be included in next year’s excursion due to its rich history and its stark contrast with its neighbour Vietnam.

The students were a credit to the college and conducted themselves appropriately. They were respectful to the local peoples and asked many questions of our guides. Many thanks to the teachers who attended – Jon Hart, David Bateman, Marc Miller and Ana Amey.

Senior History Study Day

A successful History Study Day was held for both Modern and Ancient History students. Presenters included world-renowned archaeologist Estelle Laser and Egyptologist Suzanne Evans from



Macquarie University. Modern historians Ken Webb and Dennis Mootz gave insightful lectures on the problems of interpreting World War One and Nazi Germany. The college was well represented with presenters Vicki Greer, Jon Hart, Teresa Welsh and Charlie Bellemore – all giving lectures to over 250 students from the North Coast Region. There were some entertaining

presentations with Alan Wheatland, Historian, HSC Marker and teacher appearing complete in an Ancient Spartan hoplite (warrior) uniform armed with historical evidence.

The day was changed to a weekend to cater for the many schools that cannot access the time in

school hours and it has proven to be a popular change.

Charlie Bellemore – Head Teacher HSIE

Technological & Applied Studies (TAS)

2013 has seen the TAS faculty continue to thrive. Student numbers have been maintained in existing courses and we have seen both the Information Processes & Technology (ITP) and Community & Family Studies (CFS) courses being reintroduced after a period in which there had not been enough numbers for the courses to operate. Textiles was once again a highlight with Connor Wilson and Evelyn Kok-McCosker both achieving top ten results in the state.

In other faculty news, we have also seen a change in staffing with Denise Wake retiring and Anastasha Amey joining us from Tumbarumba High School as a computing teacher.

There have been a number of exciting opportunities provided for students across all courses including:

- Hour of Code – an international initiative to encourage all students to spend time learning how to write computer code.
- Food Technology HSC preparation seminar for students delivered by senior marker Jane Lindsay.
- Social media training sessions delivered by our students for the residents of Marion Grove Retirement Village.



Marion Grove training course

- ‘Hole in the Wall’ and ‘Coffee Shop’ services by Hospitality students.
- Christmas function for HSC students catered for by the Hospitality students.
- Spaghetti Bridge building competition.

Student results across the TAS subjects have once again been positive. For a significant number of students, the TAS course/s in which the HSC candidate was studying, was the course in which they achieved their best result. This is a positive indication that the students are enjoying the courses and the teaching staff are meeting the academic needs of the students.

We look forward to developing as a faculty and continuing to meet the needs of our students.

Chris Webb – Head Teacher TAS

Other Programs:

Student Welfare

The committee is a large cross-faculty group comprising of College Director, the Assistant Director, a Counsellor, the Careers Adviser, Supervisors of Girls and Boys, Student Advisers and Assistants 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 contact to parents and students are part of the success of student achievement.

We say farewell to Deb McFadden our counsellor for the past 15 months and wish her well in her new posting to Orara High School. Deb has been a valuable member of the welfare team and her balanced viewpoints of students’ progress was much appreciated. Robyn Avery our District Guidance Officer will be on leave for 12 months. Veronica Sestic will fill this role during her absence. The counsellor for 2014 will be Zahira Tolhurst who has worked at the college in the past. A big thank you to the Year 12 advisers Wade Newton and Teresa Welsh for all the hard work they put in over the past two years with our current Year 12 students. They worked extremely well as a team and the students as well as staff appreciated their efforts in the positions.

The welfare team has promoted a number of whole-college events to ensure the engagement of students from an academic, social and emotional wellbeing perspective. A number of key college policies were reviewed and one of these policies was to develop a co-ordinated approach to identifying and supporting students with special learning needs. Our Learning and Support Team consisting of the Director, Assistant Director, counsellor and Learning

Support officer achieved much in the identification of students with learning needs. Policies have been updated including the college's Drugs and Schools policy, role statements for student advisers and boys and girls advisers were reviewed. Staff were interviewed early in Term 1 to identify students requiring support and assistance was given in terms of tutorials for students who elected to seek that help. Learning plans were developed in response to feedback given by parents and the students' progress was monitored at our regular welfare meetings. This team has also been busy in Term 4, 2013 interviewing prospective Year 11 students for 2014 and their parents so we can better assist student learning needs.

Committee members were involved in a wide range of professional learning to keep current with the variety of adolescent issues. One initiative was the Rural Mental Health Seminar for teaching staff to better understand key mental health issues faced by students and ways of supporting them whilst at the college. Two days were set aside for staff training by a Rural Mental Health Expert which proved to be a valuable opportunity for staff to talk about their experiences students were experiencing in their classrooms.

Lance Noel, the Careers Adviser worked to co-ordinate student entries as well as giving advice to students on post-college options. This has been done with close affiliation with TAFE and the SCU. His availability and knowledge of post-school options were very important when dealing with students.

Passport and Student Diary

A key feature underpinning our commitment to the whole-college experience was the continuation of the College Passport system. Year 11 and 12 students were issued with a passport which enabled them to record their attendance at key college activities. We are hoping for 2014 to have all activities related to the College Passport to be recorded centrally and not use the passports anymore.

This year students supported the student diary. The committee saw the importance of having a hard copy of a diary to organise students' busy assessment schedules. Many of these were sold on the Year 11 Orientation Day in Term 4, 2012. These diaries are a valuable learning tool as on

every week page entry are many learning techniques useful in their HSC study.

College Mentor Program

All students are assigned a teacher as their mentor. This mentor supports the students in many ways and 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 to them.

Mentors 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 was also available on study methods, coping with stress and other problems associated with Preliminary and HSC courses. Where mentors do not feel they have the expertise to directly help their students they referred 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.

Orientation Programs

Two orientation sessions were run for the incoming Year 11 cohort of 2013. The first was at the conclusion of their Year 10 studies in December 2012 and the second program was part of their first day at the college. Activities included sessions on All My Own Work, Timetables, administration queries and Study Skills resources. Wayne Warskitt Year 11 Student Adviser and Vicki Greer, Assistant Year Adviser did an outstanding job with the organisation of the days. We also worked with students on introducing them to ALARM and we are encouraging students to use this way of writing better responses in their respective subjects. A mentor session was organised which allowed an opportunity for students to meet their mentor.

There was time to familiarise themselves to 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 run barbecue.

RRISK (Reduce Risk and Increase Student Knowledge) Program

The college again participated in the RRISK program, a health promotion initiative that addresses risk-taking behaviour amongst Year 12 students. The program is run on campus and is promoted and organised by a 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.



Eighteen of our Year 12 cohort acted as peer facilitators on the day. These peer facilitators underwent a training session leading up to the RRISK seminars. They were then able to demonstrate to their classmates how to physically help a friend who may be unconscious. The session is structured so that every student actively participates.

Welcome to Year 12 Day

Wayne Warskitt Year 12 Adviser and Vicki Greer the Assistant Year Adviser organised a welcome to Year 12 Day at the college. It was an opportunity for staff to talk to students about the expectations of the HSC course and challenges that lay ahead for them through a series of workshops. The day was a great success as students made the formal transition from the Preliminary to the HSC year.

Crossroads Program

This program is conducted annually for Year 11 students who attend a number of workshops

including drug issues and saying no, working with relationships both personal and work, and sessions run by the Department of Fair Trading, Real Estate Institute, Centrelink, Police Force, and stress management workshops and visits to GPs. The topics reflected the broad range of subjects students will face as they enter young adulthood. We would like to thank the continued generosity of the presenters for making this day relevant and informative. Robyn Edwards (pictured below) has been a key co-ordinator over the past few years and her connections with the community have ensured a high quality group of presenters.



We are currently revising the Crossroads program for 2014 to be part of a Week 5 Term 1 program of activities.

Charlie Bellemore – Committee Chair

Curriculum, Assessment, Reporting & Examinations Committee

2013 has been a very busy year for the committee. The decision was made to run with the Trial exams in Term 3 and to reintroduce the Year 11 and Year 12 Mid-Course exams. A special thanks goes out to all who helped design the timetables as well as the supervision rosters for the four exam periods as well as the work that went into the smooth running of the special provision exams.

The committee's other responsibilities included making sure that the assessment policy and its implementation ran consistently across all faculties as well as the updating and monitoring of all six reporting periods throughout the year. Towards the end of the year the committee is required to update the Student Assessment Handbooks and assessment calendars for the next year.

I would like to congratulate the committee on its efforts and on a job well done.

Tony Bone - Committee Chair

Sport

Once again the Senior College has had a very successful sporting year with achievements in both individual and team events. There is a wide range of sports on offer for college students with the main aim being to have fun. The opportunity does also exist to gain representative status for those who wish to advance in their chosen sports. Sports on offer include surfing, squash, swimming, athletics, equestrian, touch football, basketball, netball and soccer. We also have students travel to Sydney to compete in the City to Surf and the triathlon championships held in Penrith each year.

Some of the highlights for 2013 included Jakob Dolan, Lawrie Forkin and Erik Safstrom travelling to Forster and Newcastle to compete in two different state wide surfing competitions. Tenille Stubbs represented the North Coast in both Athletics and Cross Country and participated in the triathlon championships, while Guy Leckenby went all the way to state in Cross Country. Lachlan Moye received the college's Sports person of the Year Award.

The students again have displayed a mature attitude when representing the college off campus and fine sportsmanship in the sporting arena.

Congratulations to all students who represented the college in 2013.

Wade Newton – Sport Co-ordinator

Aboriginal Education

This year we had 13 Aboriginal students attend the college and our major focus was to support the students with the North North Tutoring Program. Five of the students decided to take up this opportunity and they were well supported by experienced tutors Colleen Kitchener, a former student and now qualified teacher, and Desiree Kozlowski, a university lecturer from Southern Cross University. Students received weekly tutoring in a variety of subjects which resulted in all five students reaching their goal of completing their respective Year 11 or Year 12 courses.

Part of the tutoring program also included the development of the individual learning plans with students, tutor, Charlie Bellemore and consulting parents in the process. This will be another major focus in 2014 with all students.

Students also participated in the Australian Indigenous Mentoring Experience (AIME) mentoring program with three students intending to pursue it in 2014. This program focuses on a more holistic approach to their studies and future aspirations. One of the interesting projects our students participated in was the *Other Election* where students had to write a script and be filmed as an aspiring Prime Minister of the country. Destiny Budden made a moving and well scripted speech which was filmed and uploaded onto Facebook.

We had several meetings during the year where students had the opportunity to meet many Aboriginal educators from TAFE and SCU. Our focus in 2014 is to ensure every Aboriginal student participates in both the North North tutoring and the AIME program. Another interesting project which will begin in 2014 is the Gumbaynggirr Language Nest housed here at the college. It is hoped the Gumbaynggirr Language will be made available to all secondary Aboriginal students in the area as part of their School Certificate and HSC studies.

We were represented at the AECG (Aboriginal Educational Consultative Group) monthly meetings by Charlie Bellemore and several occasions with students from the Year 12 Aboriginal Studies class. It was here that many community issues were discussed in the promotion and support of Aboriginal students.

Thank you to our supportive parents and to the many Aboriginal community members who supported our students this year.

Charlie Bellemore – Head Teacher HSE

Multicultural Education

ESL (English as a Second Language) programs including New Arrivals Programs

In 2013 there were 32 students from a language background other than English at the Senior College. We covered 20 different languages, with Arabic, French and German having the greatest numbers of speakers. In 2013, 7 refugee students took part in the Refugee Education Support

Program, a new initiative developed by the Senior College in partnership with North Coast TAFE. This program aimed to integrate the students into mainstream schooling at the college and develop English language skills at TAFE. The students attended college classes in Year 11 Information Technology, Music and Visual Arts.

Vicki Greer – Learning & Support teacher

National Partnerships Program – Centre for Excellence (C4E)

As a Centre for Excellence in 2011 and 2012, the Senior College worked 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 in the C4E cluster with the Senior College were Orara, Bellingen, Coffs Harbour, Toormina and Woolgoolga.

In 2013, the Coffs Harbour C4E was in a transition phase. The aim was to continue to implement the programs begun in 2011 and to see them being incorporated into the Senior College's management plan. However, there were less resources with limited funding and no position of Highly Accomplished Teacher, filled by Jon Hart. The resources enabled the paraprofessional, Michelle Henderson, to maintain her role and Jon Hart to have a role as Head Teacher Teaching & Learning. With a reduction in resources it was impossible to maintain the same level of support for the cluster as in 2011 and 2012.

The goals for the C4E in 2013 continued to be:

- To promote quality teaching targeting specific local needs to improve student outcomes.
- To maintain and further develop the partnerships with Southern Cross University and their pre-service teachers.
- To assist in all levels of accreditation for teachers.

Despite the limited funding, the C4E provided numerous professional learning opportunities for the Coffs Harbour cluster. These included professional learning days for Advanced and Standard English, Drama, Music, Business Studies, Legal Studies and Design & Technology.

The biggest success would be the partnerships developed with SCU with its pre-service teachers. The students again had access in 2013 to

“shadowing” programs through the C4E which enabled them to visit local high schools on a voluntary basis before beginning a practicum. This is one area that has the potential to continue with the end of this transition year.

The C4E has been a huge success in the Coffs Harbour cluster. Unfortunately, with the ending of the program, many of the initiatives do not have the potential to continue without funding. However, it has proved that success in a local cluster can be achieved with enthusiasm and dedication from teachers prepared to co-operate and share their collective expertise. It has been a wonderful experience for all teachers involved who could envision that aspects of teaching that were considered impossible actually became possible.

Much of the success of the C4E was due to the energy and tireless work habits of the paraprofessional, Michelle Henderson.

Jon Hart – Highly Accomplished Teacher C4E

School planning and evaluation 2012–2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Review of the Professional Learning Teams
- Review of the ALARM program
- School Leaver survey

School planning 2012–2014: Progress in 2013

School priority 1

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

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013

- Faculty workshop on the national standards
- Incorporation of the national standards in the TARS (Teacher Assessment & Review) processes and discussions
- Teachers attended a range of professional learning opportunities; and
- Professional learning teams addressed the standards as part of their professional discussions.

Strategies to achieve these outcomes in 2014

Priority has been adjusted for 2014 as follows:

Continue to develop high quality teaching practices linked to the *Australian Professional Standards for Teachers* through professional learning.

- Head Teachers attend coaching workshops to improve the quality of TARS processes and discussions;
- Develop self-assessment tool linked to standards for TARS/EARS (Executive Assessment & Review) processes and discussions;
- All staff have individualized professional learning plans; and
- Review of professional learning and support teams (e.g. purpose, focus, membership, frequency and timing of meetings) and implementation of recommendations.

School priority 2

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

Outcomes from 2012–2014

- 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.

Evidence of progress towards outcomes in 2013:

- Introduced ALARM co-ordinator position;
- Faculty workshops to develop knowledge, understanding and confidence;

- Development and publication of classroom posters;
- Presentations to students and parents; and
- College review of implementation processes during Term 4.

Strategies to achieve these outcomes in 2014

Priority has been adjusted for 2014 as follows:

Implementation of subject specific Learning and Responding matrices to enhance student learning and achievement in all KLA areas.

- Faculty workshops to develop matrices and strategies to be implemented;
- Sharing of matrices and strategies at combined staff development day and professional learning team meetings;
- Monitoring of value added data including samples of student work during faculty meetings and professional learning team meetings; and
- Review of effectiveness of subject specific matrices during Term 4.

School priority 3

Continued focus on improved student attendance.

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013

- Strengthened college processes for dealing with students whose attendance is poor and 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 counselling for students who are struggling.

Strategies to achieve these outcomes in 2014

- Develop a college education attendance strategy for parents and students;

- Continuation of high standard of communication between teachers and parents; and
- Continued focus on providing support and counselling for students who are struggling.

Professional Learning

Priority 1 and 2 of the school plan (see above) focus on professional learning for staff. These priorities have been reviewed separately and the reports are detailed under Program Evaluations below.

A total of 47 teachers participated in a wide range of professional learning activities during 2013. This worked out to cost an average of \$422 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 (12%)
- Leadership and career development (17%)
- Student welfare and equity programs (8%)
- Use of ICT for teaching and learning (2%)
- School priority areas (48%)
- Beginning Teachers (12%)

There was one beginning teacher and 4 teachers maintaining NSW Institute of Teachers accreditation.

All administrative staff undertook professional development opportunities during 2013. Activities included General Assistant chemical certification, SASS information expo, introduction to ERN reporting, excel basic, customer service.

School development days in Terms 1, 2 and 4 focused on the following whole-school issues:

- Review of HSC data
- School plan major focus areas including TARS and EARS
- Child protection
- Code of conduct
- Anaphylaxis training
- Emergency care and CPR training
- Chemical safety

- Use of technology in teaching

Faculty based work included ROSA (Record of School Achievement), ALARM and HSC results.

The Term 3 development day was organized to allow teachers from each KLA the opportunity to come together in faculties either at the college or with teachers from neighbouring schools to address a range of teaching and learning issues.

Parent/caregiver, student and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

What should be promoted to prospective students?

- The teacher-student relationship
- Bully free environment
- Opportunity for a fresh start
- support for students
- Adult learning environment, no uniforms, freedom
- Excellent teachers
- Campus environment
- Wide range of subject choices

What could be improved?

- Campus improvements – lockers, undercover area, seating, food
- Student meetings
- Year 11 and 12 bonding
- Campus community
- Sporting opportunities

Program evaluations

ALARM

Background

In mid-2012, teaching staff at Coffs Harbour Senior College was introduced to ALARM, a school-wide teaching and learning system that was designed to assist students achieve at the highest level in their HSC exams.

ALARM stands for A Learning And Responding Matrix. It assists students by:

- Providing the framework and support required for them to access the higher order learning of each course
- Providing a scaffold for the creation of complete and well-structured exam responses
- Creating strong links between the requirements of different courses through the use of a consistent language set.

Beginning in Term 4 of 2012 Coffs Harbour Senior College began their implementation of ALARM.

Findings and conclusions

A full review of the program was conducted in Term 4, 2013. The review consisted of a staff survey followed by a discussion of results with the College Executive and then at the staff development day. Selections of the survey results are included below:

Statement	Blank	Strongly Disagree	Disagree	Agree	Strongly Agree
I am aware of the 7 verbs of the ALARM scaffold (Ident&Define, Describe, Explain, Analyse, Evaluate, Conceptualise and Appreciate)	0	1	0	7	13
I understand what type of information is required for each of these 7 verbs	2	1	2	9	7
I understand where the BOS directive terms fit in to the ALARM scaffold. (e.g. under which broad ALARM verbs do terms like Assess and State belong)	1	1	4	8	7
I am confident in using the ALARM terms in my lessons	2	3	1	10	5

If you have attempted an ALARM-based activity in 2013, did you feel that the activity was effective at improving students understanding and/or performance?

	ENGLISH	HSIE	MATHS	SCIENCE	TAS	Other	Total
Y	3*	3		5	1	1	13
Same	1				1		2
N	1	1†					2
Blank or N/A	1		5		1		7

For each of the stages/activities listed below please indicate (using a number from 0-3) how extensively you make use of the ALARM scaffold.

(0 = not yet adopted, 1 = occasional use, 2 = regular use, 3 = used extensively)

Activities	Faculties					School (minus maths)
	English	HSIE	Maths	Science	TAS	
I refer to the ALARM terminology in my lessons	1.6	2.3	0.2	2.4	1.7	1.9
I make use of ALARM scaffolds when learning new material or when revising topics.	1.4	2.3	0.0	2.0	1.7	1.7
I make use of the colour scheme described by the classroom posters.	1.4	0.7	0.2	1.4	1	1.1
I have ALARM activities included in my programs.	1.2	1.7	0	2	1	1.6
My students use the ALARM scaffold when constructing written responses	1.4	2	0.2	2	1	1.7
I use ALARM terminology when giving feedback to my students written responses	1.6	2.7	0	1.8	1.7	1.9
My students use the ALARM scaffold to analyse their own written responses	1.4	1.7	0	1	1	1.2

The Science faculty has seen a significant increase in the number of students achieving at the highest level in their HSC exams and have attributed these very pleasing results to the implementation of new programs including ALARM.

However, a significant number of staff did not find the implementation of a school-wide system appropriate and it was decided that a KLA-based system administered by the respective Head Teachers would increase uptake.

Future directions

Following a review process in Term 4, 2013 the College Executive has agreed to continue the program, making its development one of three priority areas for 2014.

The key change in ALARM's implementation is the focus on subject specific matrices, allowing faculty Head Teachers to create similar matrices that better suit the needs of their subjects.

PROFESSIONAL LEARNING GROUPS

Background

The Professional Learning (PL) teams have been operating in the Senior College since 2012. These meetings replace two staff meetings a term and allow cross-faculty discussion on educational issues in an informal situation. At the end of 2013, the College staff was surveyed on the success of the PL teams by being asked to comment on the benefits, negatives and future directions.

Findings and conclusions

The consensus was one of general satisfaction with a range of suggestions for further improvement. The feedback supported the role

of cross faculty groups meeting in lieu of formal staff meetings.

Future directions

Some of the suggestions for 2014 included more flexible timing for the PL meetings, more defined topics for discussion and the provision of feedback. These suggestions have already been enacted upon in 2014 with new groups being formed that meet at more acceptable times

The newly formed Teaching & Learning Committee will also have a greater role in providing more discussion topics.

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 (recently retired Director)

Dianne Marshall (Director)

David Bateman (Assistant Director)

Karen Deam, Kate Sharwood, Jonathon Hart, Charlie Bellemore, Tony Bone, Chris Webb, Marc Miller (Head Teachers)

School contact information

Coffs Harbour Senior College

363 Hogbin Drive

Coffs Harbour, NSW 2450

Ph: (02) 6659 3010

Fax: (02) 6659 3009

Email: coffsharbs-h.school@det.nsw.edu.au

Web: www.seniorcollege.com.au

School Code: 8272

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>