



Education &  
Communities

# Coffs Harbour Senior College Annual School Report 2014



COFFS HARBOUR  
SENIOR COLLEGE  
CENTRE FOR EXCELLENCE



8272

## School context statement

Coffs Harbour Senior College is a centre for excellence. The college caters for students in Years 11 and 12 who are pursuing the award of the Higher School Certificate (HSC). Total enrolment is approximately 500 students. Students and staff work in an adult-style learning environment. The college is a unique educational environment in NSW and shares facilities and resources with the North Coast Institute of TAFE and Southern Cross University (SCU) on the one site known as Coffs Harbour Education Campus (CHEC). Strong academic and vocational programs are supported by an extensive support network. There is a strong record of academic achievement. The curriculum offerings are extensive with most HSC extension options being available. Students are able to be deeply involved in a range of extra-curricular activities including sport, public speaking, debating and the performing arts. Staff are dedicated and committed to pursuing excellence and the best possible outcomes for their students. Students attending the college are encouraged to take responsibility for their learning and use the extensive student support network provided. Student exit surveys consistently indicate extremely high levels of satisfaction with the college experience with students emphasising the positive relationships with staff, the wide variety of support provided and the more adult like environment as highlights.

## Director's message

I am pleased to be able to present to you the 2014 Annual School Report. I congratulate the students, staff and college community on another wonderful year and look forward to working closely with you in 2015.

*Dianne Marshall PSM*

## Student representative's message

The Student Representative Council (SRC) for 2013/2014 were a committed and organised group of students who had a successful year being involved in various student activities and promoting the presence of the Senior College at CHEC. The SRC leaders and members for 2013-2014 were as follows:

**President:** Hayley Deam

**Vice President:** Callum Hunter

**Secretaries:** Emily Lowe and Bethany Ricketts

**Treasurer:** Andrew Jeffery

**SRC Support Members:** Meera Atrill, Rafaella Bianchino, Lachlan Brown, Jessica Moore, Harrison Stanton, Jivan Drungilis, Lachlan Brown, Jack Parker and Lani Crofts.

Key activities that the SRC were involved in during their term of office included fundraising for the local Headspace clinic by hosting a 'Mad Hatter's Tea Party' and participating in the Cancer Council's 2014 'Relay for Life'. The SRC Committee also generated positive college spirit and interaction by actively promoting and hosting Valentine's Day activities and the annual Colours Day celebration. Hayley Deam (President) and Callum Hunter (Vice President) provided strong leadership of the SRC group. Their attendance at CHEC Student Advisory Group meetings showcased a strong student voice relating to campus operation and development. Their lively hosting of regular student meetings ensured that the student body was actively engaged in what is a vital part of communication at the Senior College. The 2013/2014 SRC gift to the school consisted of a voucher that will contribute towards the establishing of a garden on campus.

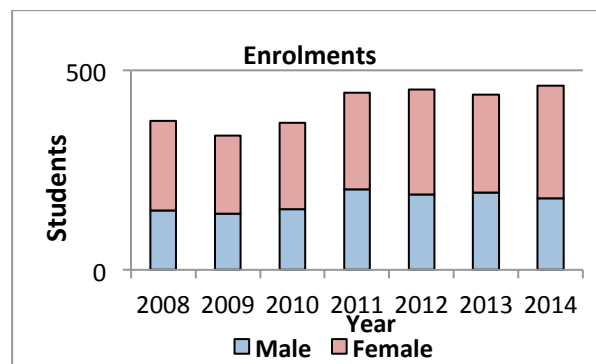
*Hayley Deam, President and Callum Hunter, Vice President*

## Student information

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

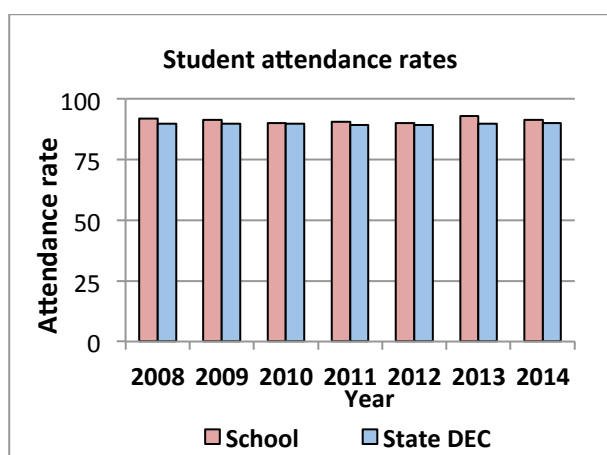
## Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	149	140	152	202	189	194	179
Female	224	197	218	243	264	247	282



## Student attendance profile

School	Year	2008	2009	2010	2011	2012	2013	2014
	7		0.0	0.0	0.0	0.0	0.0	na
8		0.0	0.0	0.0	0.0	0.0	na	na
9		0.0	0.0	0.0	0.0	0.0	na	na
10		0.0	0.0	0.0	0.0	0.0	na	na
11		90.7	89.0	91.0	89.5	92.0	91.8	
12		92.0	91.9	90.3	90.5	94.0	90.8	
<b>Total</b>		<b>92.0</b>	<b>91.3</b>	<b>90.0</b>	<b>90.7</b>	<b>90.0</b>	<b>92.9</b>	<b>91.4</b>
State DEC	Year	2008	2009	2010	2011	2012	2013	2014
	7		92.3	92.6	92.5	92.4	93.2	93.3
8		90.0	90.5	90.1	90.1	90.9	91.1	
9		88.8	89.1	88.8	88.7	89.4	89.7	
10		88.7	88.3	87.1	87.0	87.7	88.1	
11		89.4	89.1	87.6	87.6	88.3	88.8	
12		89.4	89.8	89.2	89.3	90.1	90.3	
<b>Total</b>		<b>89.9</b>	<b>89.7</b>	<b>89.9</b>	<b>89.2</b>	<b>89.1</b>	<b>89.9</b>	<b>90.2</b>



## Post-school destinations

Post-school destinations	Year 12 - %
Seeking employment	
Employment	17
TAFE entry	6
University entry	45
Other	29
Unknown	3

### University Early Entry offers 2015

Southern Cross University made 36 early offers with 33 of these being into degree programs.

University of New England (UNE) made 21 early offers into undergraduate courses.

Charles Sturt University made 4 early offers and 2 conditional offers.

## Year 12 students undertaking vocational or trade training

### Framework Courses

Information & Digital Technology was taught at Coffs Harbour Senior College and had 18 students (11 male and 7 female) complete the preliminary year and 26 students (24 male and 2 female)

complete the HSC year. All of these students gained Certificate 2, and competencies toward Certificate 3, in Information & Digital Technology. 1 HSC student (male) completed Information & Digital Technology Extension which was taught by TAFE.

Hospitality was taught at the college and had 24 students (4 male and 20 female) complete the preliminary year. 18 students (4 male, 14 female) completed Hospitality in the HSC year. 11 of these students undertook Kitchen Operations while 7 undertook Food and Beverage. 17 students obtained Certificate 2 in Hospitality.

Other framework courses were accessed through TAFE with students completing Retail (2 preliminary, 3 HSC), Tourism (9 preliminary, 7 HSC), Metals & Engineering (1 preliminary, 2 HSC), Construction (1 preliminary, 5 HSC), Business Services (1 preliminary, 0 HSC) Primary Industries 4 unit (1 preliminary, 0 HSC), Automotive (1 preliminary, 3 HSC); Electrotechnology (5 preliminary, 5 HSC); Financial Services 1 preliminary, 0 HSC); and Human Services (10 preliminary, 2 HSC).

Entertainment Industry was taught at Toormina High and Orara High with 8 preliminary students and 2 HSC students undertaking the course.

Mandatory Work Placement for all framework courses was organised through Youth Directions.

### Non-Framework Courses

Sport Coaching was taught this year with 5 students (3 male and 2 female) completing the preliminary year and 6 students (5 male and 1 female) completing the HSC year. 3 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 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.

### School-Based Trainees/Apprentices

There were a total of 8 school-based trainees/apprentices in 2014.

Of the Year 11 School-Based trainees:

1 student undertook a Retail school-based traineeship which will continue next year;

1 student undertook an Animal Studies traineeship which will continue next year;

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

2 students undertook Aged Care traineeships which will continue next year;

1 student undertook a Hospitality traineeship which will not continue.

Of the Year 12 School-Based trainees:

1 student completed a Retail traineeship;

1 student completed an Electrotechnology school-based apprenticeship.

### **Year 12 students attaining HSC or equivalent VET qualification**

In 2014 219 students undertook HSC studies. 199 of these students received a completed HSC while a total of 179 students received an Australian Tertiary Admissions Register (ATAR).

### **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**

<b>Position</b>	<b>Number</b>
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teachers	7
Classroom Teacher(s)	34
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	9
Total	56

The Australian Education Regulation, 2014 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.

<b>Qualifications</b>	<b>% of staff</b>
Degree or Diploma	100
Postgraduate	10

### **Professional learning and teacher accreditation**

Priority 1 and 2 of the school plan focus on professional learning for staff. All teaching staff are members of a Professional Learning Group which meets twice a term. Topics for discussion are devised from staff surveys, educational theory and practice, state systemic initiatives.

All staff are required to apply for professional learning opportunities through the college executive. There were over 70 applications approved during 2014. A variety of funding sources were accessed for these events including college, VET and residual tied funding from previous years. This included payment for casual relief, course fees, travel and accommodation expenses.

The range of professional learning activities that staff participated in included:

- Integrating information technology (IT) into teaching and learning
- Mental health and wellbeing
- Professional association meetings
- Stage 6 curriculum courses
- Collaborative planning and assessment
- Compliance training
- Local combined curriculum meetings
- New administration systems training
- Leadership courses

School development days in Terms 1, 2, 3 and 4 focused on the following whole-school issues:

- Review of HSC data
- School Planning 2015-17
- Child Protection
- Code of Conduct
- Anaphylaxis training
- Emergency care and CPR training

Teaching staff participated in the combined schools Term 3 development day organised to allow teachers from each Key Learning Area (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.

### Beginning and New Scheme Teachers

There were no beginning teachers, one new scheme teacher working towards Board of Studies, Teaching & Educational Standards (BoSTES) accreditation and seven teachers maintaining accreditation at Proficient.

### 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	905731.01
Global funds	557029.47
Tied funds	1397880.11
School & community sources	186408.45
Interest	25696.80
Trust receipts	50903.93
Canteen	0.00
Total income	3123649.77
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	100507.44
Excursions	142978.38
Extracurricular dissections	57728.21
Library	2528.96
Training & development	3580.94
Tied funds	1417464.91
Casual relief teachers	116236.30
Administration & office	281446.17
School-operated canteen	0.00
Utilities	80703.52
Maintenance	1958.43
Trust accounts	53404.83
Capital programs	0.00
Total expenditure	2258538.09
<b>Balance carried forward</b>	865111.68

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

## School performance 2014

### Academic achievements

#### Higher School Certificate (HSC)

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

HSC: Course Summary Table

Course	School 2014	School Average 2010-2014	SSG 2014	State DEC 2014
Ancient History	75.6	78.3	71.2	69.1
Biology	71.4	77.2	70.9	70.2
Business Studies	71.8	84.7	71.7	71.4
Chemistry	74.9	74.5	74.0	75.4
Community and Family Studies	70.9	70.1	75.2	72.8
Drama	75.9	70.5	78.4	75.8
Earth and Environmental Science	73.5	72.9	73.6	73.6
Engineering Studies	76.1	86.4	70.5	73.0
English (Standard)	66.1	73.6	67.6	65.9
English (Advanced)	77.6	77.3	79.7	80.1
English Extension 1	80.5	80.1	80.2	82.9
Legal Studies	66.8	74.4	72.3	70.4
Mathematics General 2	67.6	73.6	68.9	65.5
Mathematics	72.6	82.0	77.0	77.3
Modern History	75.4	79.7	73.8	72.2
History Extension	78.2	74.4	75.9	77.3
Music 1	79.2	73.7	80.8	78.3
Personal Development, Health and Physical Education	72.4	76.9	71.5	71.1
Physics	73.6	75.5	71.1	73.2
Senior Science	74.0	78.4	73.4	72.2
Society and Culture	78.7	66.6	77.9	76.0
Studies of Religion I	85.4	77.5	N/A	83.0
Textiles and Design	80.5	76.7	75.5	74.0
Visual Arts	76.3	80.2	78.0	76.4
French Beginners	66.3	77.7	N/A	75.8
Hospitality Examination	77.1	74.1	73.9	73.4
Information and Digital Technology Examination	74.4	65.6	N/A	71.4

This is the first year where value added data has been derived relative to NAPLAN results in Literacy and Numeracy. As a college we are unable to reconcile these results when the 2013 cohort value add against Year 10 indicated a school average 2009-2013 of Low 1.1, Middle 0.4 and High 0.5.

HSC: Relative performance from NAPLAN Year 9 (Cohort Progress)

Performance Band	Low	Middle	High
School 2014	-0.1	0.1	-4.1
SSG Average 2014	3.4	2.1	0.3

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

### HSC Highlights

- College Dux: Harrison Stanton
- Top ATAR: Harrison Stanton and Lilliana Herbert – 96.45
- 54 Band 6 results achieved across 23 courses
- 51% of our students achieved Band 5 or 6

### Students on the Distinguished Achievers List

Meera Attrill: English Extension 1, German Continuers



Talieson Barker: Biology, Mathematics Extension 1

Raffaella Bianchino: Studies of Religion 1

Joachim Copeland: Mathematics

Alana Crofts: Biology, PDHPE

Hayley Deam: Ancient History, English (Advanced), PDHPE

Madison Ebert: Mathematics General 2, Senior Science

James Franklin: English (Advanced), English Extension 1

Lachlan Gall: Mathematics Extension 1, Physics

Stephanie Gardiner: English (Advanced), English Extension 1, Modern History, Textiles and Design

Jordan Girardi: Senior Science

Lilliana Herbert: English (Advanced), English Extension 1, English Extension 2, Studies of Religion 1, Visual Arts

Laura Howe: Ancient History

Dylan Hutchinson: Japanese Beginners

Emily Lowe: Ancient History

Kachina Lucas: Visual Arts

Otis Lyons: Music Extension

Sally O'Brien: Music Extension

Jack Parker: Music Extension

Jessica Paton: Visual Arts

Callum Podbury: Music Extension

Jessica Ripper: Society and Culture, Studies of Religion 1

Jake Sheath: Engineering Studies

Jacob Stacey: Society and Culture

Harrison Stanton: Business Studies, Legal Studies, Modern History

Tenielle Stubbs: Textiles and Design

Ezra Sugden: Music Extension

Angus Tolhurst-McKiernan: Mathematics Extension 1, Mathematics Extension 2

Giselle Tomkinson: Society and Culture, Studies of Religion 1

Chalise Van Wyngaardt: Society and Culture

Rebekah White: Ancient History

## Other achievements

### World Teacher Day Awards

Jonathon Hart has been recognised as one of the recipients of the World Teachers Day Award as an outstanding educator on the North Coast. He contributes regularly as a presenter at History and English Study Days. He was a Highly Accomplished Teacher coordinating the Centre for Excellence program 2011-2013 which involved creating professional links with local high schools and working closely with Southern Cross University including the innovative shadow teacher program. He has been awarded the Premier's History Scholarship and his teaching has been recognised by the NSW History Teachers Association for a History Teaching Award. His HSC marking experience across a range of subjects and his work as an HSC Examination Committee member make him a highly respected member of the teaching community.

Likewise Teresa Welsh was presented with the prestigious award as she is an enthusiastic and outstanding educator for over 25 years. Her academic achievements include placing two students in consecutive years in the top ten of NSW in HSC Ancient History. Her work in Student Welfare has been significant both as Student Advisor and member of the Welfare team. She has presented at English and History Study Days and she is held with the highest respect amongst teachers, students and parents. She is very much a collaborative teacher in education.

### Creative and Performing Arts (CAPA)

"I believe arts education in music, theatre, dance, and the visual arts is one of the most creative ways we have to find the gold that is buried just beneath the surface. Children have an enthusiasm for life, a spark of creativity and vivid imaginations that need training – training that prepares them to become confident young men and women." (Richard W. Riley, Former US Secretary of Education)

With 133 students at the Senior College undertaking at least one CAPA course in the 2014 HSC, CAPA continues to make a significant and powerful contribution to the college and the wider community. I am thrilled and honoured to have been selected to be the inaugural leader of such a diverse and vital faculty that assists so

many students to explore their creativity and bring their spark to college life. 2014 was another year of outstanding achievement for students across all areas of CAPA guided by a team of highly experienced and passionate teachers.

### Visual Arts

In 2014 students again showed strong interest in studying Visual Arts as part of their senior school pattern of study. The faculty had four classes in both Year 11 and Year 12. The size of the classes teamed with the very broad range of abilities in each class remains a major challenge to increased success for the faculty. Two students, Kachina Lucas and Indiana Porter, were nominated and accepted into the NSW Art Express exhibitions, which is the highest public acknowledgement of the outstanding quality and commitment of our students and the staff who work with them throughout the HSC.

There has been significant improvement in the theoretical components of our course which should continue to develop with a revision of examination procedures at the College, students are now required to stay for the full duration of theory examinations which will reinforce the importance of this aspect of the assessment process to the students.

A focus on technology and 21<sup>st</sup> Century education saw a small class set of iPads purchased for the Visual Arts students. We look forward to using these with the students to enhance their engagement with our subject when they are made available to the classes.

### 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 2014 we had 44 students complete their HSC with 30 achieving Band 5. Thirty-two students are currently enrolled in Drama for HSC 2015. Whilst the sheer number of Drama students enrolled presents a number of challenges the students never fail to inspire each other to new creative heights.

In 2014 we enjoyed our annual pilgrimage to see *OnStage* at the Seymour Centre which showcases the best HSC Drama Individual and Group performances. Whilst there, we also saw The Sydney Theatre Company's production of *Pygmalion*. We attended workshops with the

Australian Theatre for Young People and had an HSC Markers workshop presented by Senior HSC marker Costa Loucopoulos and met theatre veteran Jean Kittson who shared her unique and varied experiences in the entertainment industry with our students. These amazing opportunities open the students' eyes to the world of professional performance and we never fail to be inspired by their astute observations about the productions.

Belvoir St Theatre has continued to provide first class tutors and programs for us and all the students enjoyed training in the process of Group Devising with Michael Piggott. We also attended the Regional Drama Collegiate Group Devised Launch for HSC Drama – which sees students undertake workshops with various local teachers and concludes with a work in progress performance.

Our combined lunchtime Works In Progress shows provide the actors and musicians with invaluable opportunities to perform for quite a large and supportive audience. These performances serve to develop our students' confidence in their own ability as performers and allow us to provide valuable feedback to our students as they prepare for the HSC external examinations.

With two large classes in Year 11 next year our department continues to thrive. We'd like to thank the Music staff and students for their continued enthusiastic performance collaborations.

*Viva la theatre!*

### Dance

The HSC Dance class was one of the smallest the College has had sit for the HSC examination, however the two students were reliable and enthusiastic throughout the two years. Their approach was always positive and they achieved their full potential in both the practical and theory examination.

The start of Year 12 saw the girls take part in numerous professional workshops held during class time and their core performance dance was choreographed from these workshops. They were also given the opportunity to dance in the college performance nights which hasn't happened for a number of years due to the timing of the concerts. We look forward to continuing these

performance opportunities in 2015 with a significant increase in the size of our dance class.

### Music

2014 has been a 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 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 and 2. During the lunchtime concert students were given the opportunity to practice performing the pieces they were working on for their HSC in front of a large audience.

Secondly, a group of students trained in their free time to learn the music for the Vocal In Concert. 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. 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.

Special mention must be made of the following outstanding students:

Sally O'Brien, Jack Parker and Lachlan Brown who were chosen to have their compositions performed and recorded by the Acacia String Quartet at the Bellingen Music Festival. We travelled to Sydney to attend a rehearsal of the works before the performance where the students workshopped the compositions with the players.

Ezra Podbury, Otis Lyons and Jack Parker were members of the group "Horns on Helium" tutored by Louise Gore which is a jazz group writing original music. They have performed at many festivals and local events.

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

The Extension Music class received outstanding results this year and many have gone on to study performance and composition at various conservatoriums and music colleges.

*Michael Major, Head Teacher*

### **English**

In 2014 the focus for the English faculty centred on review, revision and resource development. The preparation that had been undertaken in 2013, for the commencement of new HSC Prescriptions texts in Term 4 2014, continued in earnest with many staff taking further opportunities to participate in professional development. The English Teachers Association (ETA) was instrumental in offering many courses related to new HSC texts and modules. Karen Deam and Lee Stafford travelled to Lismore to participate in an Area of Study – Discovery Day, organised by the North Coast Branch of the ETA. This enabled networking with many other North Coast teachers and the formation of future connections with this branch. Jon Hart travelled to Sydney to gain insight into science fiction texts, a new focus for us in teaching Module A – Genre in HSC Extension 1 English. Teresa Welsh also attended an Extension 2 study day in Sydney to ensure that our faculty was fully conversant with changes to major work parameters and presentation. She was able to then present this information, in addition to other Extension 2 advice, at a local Extension 2 Study Day for teachers and students.

Active contribution to local Collegiate Learning Network (CLN) activities continue to be a strength for our faculty and something greatly appreciated by other schools. We presented a number of sessions at the combined staff development day at the beginning of Term 3 2014. Lee Stafford and Kate Sharwood workshopped related texts for Discovery whilst Melissa Farrell presented ideas and directions for composing imaginative responses on Discovery. This was further



developed by Teresa Welsh later in the year when presenting at the CLN Creative Writing Workshop Day. This event was once again hosted by the Senior College with over 350 students from collegiate public schools attending. This was the fourth year of running such a study day and it is always welcomed by students as a segway into the planning and development of their own writing.

The delivery of new electives in Preliminary Advanced English to better prepare students for HSC changes was very successful. As always the strength of the faculty is in working collaboratively to develop positive teaching resources and strategies to facilitate the best possible learning outcomes for our senior students.

*Karen Deam, Head Teacher*

### **Languages Other Than English – French**

We began the year with Year 12 continuing their video exchange with students from Malonne in Belgium. All students agreed it was a great way to put their French language into practice while making some new friends. Students also decided to organise their own French study/social group on Facebook, which proved to be a great support to each other and assisted students who may have missed classwork to share notes with others. Year 12 also participated in the Australian Language Certificate (ALC), run by Australian Council for Education Research (ACER). Students found this a very worthwhile exercise, and good help in preparing for HSC type questions.

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

#### 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 taught the classes. Year 11 students travelled to Sydney in September 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. The incorporation of a visit to the State Library has proved invaluable where students investigated a multitude of methods to conduct research.

Our 2013 HSC results were very solid with two outstanding achievers Uma Miller and Connor Wilson achieving scores of 99 and 98 out of 100 and placed fourth and ninth in the State. A remarkable achievement and underscores the hard work and dedication of their teacher Teresa Welsh and Charlie Bellemore in achieving such brilliant results.

Finally, Dr Jaye McKenzie Clark gave an excellent presentation on the Core Ancient History topic of Cities of Vesuvius during December 2014. Students from all over the North Coast attended this day.



*Above: Stephanie Shone, Dr Brian Brennan, Dr Jaye McKenzie Clark and Charlotte Chaffe at the Core History Study Day*

#### Business Studies

The Business Studies had a cohort of around 55 students in three classes. 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.

Dr Grant Cairncross, Senior Lecturer from SCU along with Alexi, SCU Student Liaison Officer visited the Year 12 Business Studies classes. They engaged our students in a discussion about human resource management at an executive level. Ultimately the talk turned to university life and our students were given a firsthand insight into the future career prospects and university options available to them if they wished to pursue Business Studies later in life. We would like to thank Dr Cairncross and Alexi for giving up their time in what is a very busy schedule. A valuable learning and life experience was had by all.

### 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 2014 cohort of Economics students was 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 has been engaged in analysing a variety of possible policy responses.

Both of their teachers have been actively collaborating with the class on the development of the Japanese case study. This proved fascinating for all, given the debt to Global Domestic Product (GDP) ratio and the uncertain future for the Japanese economy in the longer term. It seems likely that their economy is already past its tipping point.

Current issues that the class are also following include the Investor State Dispute Settlement (ISDS) and Intellectual Property (IP) sections of the Trans-Pacific Partnership (TPP), the US Fiscal Cliff looming early next year, the possible breakdown of the Eurozone and the hollowing out of the manufacturing sector of the Australian economy. It is a really interesting time to be an economist.

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. In 2013 HSC, our top student was Uma Miller scoring 47 out of 50 and Jodie Cooper was second with 46 out of 50 in her HSC.

Once again, we organised the Extension History Study Day for North Coast students in March and was attended by 100 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 eight keen individuals. Excursions included 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 Coffs Harbour Regional Airport as an example of a local economic activity. We continued to use the riparian environment of Newports Creek on the school boundary for consolidation of ideas and aspects of the natural environment. The campus provides many opportunities to develop geographical skills such as calculating gradient, drawing transect diagrams, interpreting soil profiles and a broad range of field based activities.

### 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.

Students were also given the opportunity to participate in the SCU Mooting Competition in Lismore.

The college hosted a presentation by the Rule of Law Institute of Australia (RoLIA), an independent, politically non-partisan, not-for-profit organisation that promotes and protects the rule of law in Australia. RoLIA's primary focus is delivering education programs and making submissions to government about rule of law issues.

### Modern History

2014 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. Dr Tracey Sullivan gave some excellent insights into tackling historical sources. To help with students' understanding of the research processes they also visited and joined the State Library of NSW where students 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 Polish Holocaust survivor and toured the Museum with a psychiatrist whose relatives all perished at Auschwitz Concentration Camp. This always seems to help students understand history at a very personal level.

Dr Brian Brennan presented a great talk on the Western Front to our students as part of the Core History Study Day held in December 2014

### 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 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) 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 Personal Interest Project (PIP) Study Day was again conducted in October for HSC students. 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.

In March students were privileged to be visited by a local Buddhist monk who provided them with an insight into life within a Buddhist Sangha and a richer understanding of the complexities of this belief system.

Twenty-three students completed a PIP this year and it provided students 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 were 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.

### Studies of Religion I and II

The focus this year has been developing the 2 unit course. At the start of the year seven students were enrolled but these numbers quickly increased to 18 and they successfully completed the preliminary course in its inaugural year. This growth is particularly pleasing and indicates a need for this level of engagement in religious debate in future curriculum offerings to provide for a range of students seeking a 1 unit or more intense 2 unit course.

The Buddhist monk visit in March of this year was well attended by Studies of Religion students from both preliminary and HSC courses. These students were able to use their knowledge of course work to engage with the monk on a number of philosophical issues and were praised for their attention and willingness to engage in religious dialogue.

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 for 1 unit students has also improved their extended writing skills and enabled them to complete exam work with new found confidence.

#### Competitions run by HSIE

- ASX Sharemarket Game

The college entered over 50 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 even in tough economic times. The students experienced the highs and the lows of the fluctuations of the stockmarket and is an invaluable lesson in both Business Studies and life. 30% of our students made a profit compared to 28% nationally. Damon Lewis, Grace Murdoch and Adrian Foster were the pick of our students in this competition.

- Geography Competition

In our seventh year of competing in the National Geographic Channel Australian Geography Competition, our students again have achieved great results.

High distinctions were gained by Jacob O'Neill, Stephanie Brewster, Tess Connery and Nicholas Jarvis. Morgan Smith and Elliot Taylor received credits

- 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.

Harrison Stanton achieved an outstanding high distinction and was awarded a monetary prize as he was in the top 2% of students who competed in this competition from across Australia.

- Economics Competition

In our ongoing pursuit of challenging our students we again entered the University of NSW 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. James

Franklin and Harrison Stanton were both awarded distinctions.

- 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 senior counsel members Sally O'Brien and Harrison Stanton, and one advising solicitor, Tara Mills. 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

Briana Saban 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. This year's topic was the inclusion of Aboriginal and Torres Strait Islander peoples in the Australian constitution.

*Charlie Bellemore, Head Teacher*

#### **Mathematics**

2014 was a very busy year for the mathematics department and culminated with some very pleasing results for many of our HSC students. Staff are very pleased with the efforts and final marks produced by many of our students.

Extension 2 Maths was a small class of four students who were working offline for the year. The class managed to achieve an E4 and two high E3s which is an excellent achievement and a pat



on the back to the hard work put in by both the students and their teacher. This result put the class a little below state average but all students received a great boost to their ATAR for the effort.

The highlight of the year was the results achieved by the Extension 1 students whose efforts saw the class achieve above state average for the first time in a few years. Three E4s and many E3s contributed to this excellent result.

The staff are very happy with the results achieved by the Mathematics group as a band 6 and many band 5 results were achieved. Unfortunately there were still students who did not achieve higher than a band 2 and is an area that the staff is very keen to address for 2015.

The General Mathematics result were a little below par with the group achieving just below state average for the first time in many years. A large number of band 1 and 2 results contributed to this and in 2015 we are looking to open the General 1 course for those struggling at the higher level.

Congratulations must be offered to those students who worked to their best and achieved to the best of their ability, and also to the hard working staff who gave all students the help and support that is needed to succeed.

*Tony Bone, Head Teacher*

### 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 Marine 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.

At the HSC level we had two Physics classes, two Chemistry classes, three Biology classes, one EES class, and two Senior Science classes.

### Summary of 2014 HSC Science Results

Subject	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Z Score	No. of students
Biology	2	5	13	19	8	2	-.04	49
EES	0	1	5	3	7	0	-.12	16
Chemistry	0	1	6	9	7	0	-.12	23
Physics	0	2	7	5	5	1	-.04	20
Sen Science	1	4	10	18	16	2	-.05	51

Once again we see a solid performance in most of the 2 unit science subjects with a clumping of many of our students into high band 4/5 performance band. The Z scores are on par with the state for all of the subjects.

Based on these results we have collaboratively developed the following strategies in an aim to improve on our good results in 2015.

#### Faculty Goals/ Strategies for 2015

As there still seems to be a 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 teaching and learning tool will be increasingly adopted into science teachers' everyday practice to assist students to access the highest band performance.

We have noticed an improvement in the students' responses to higher order questions due to this strategy but also a worrying decline in their multiple choice component performances. As such we need to make sure that students adequately prepare for all question types in their preparation for the HSC exam.

We are hoping to investigate other preparation strategies used by other senior colleges as part of our Senior College collegiate that is being developed during 2015.

Three out of five staff participated in HSC marking in the 2014 HSC exams. We are hoping to increase this level of participation to include all staff on a rotational basis. The benefits for students are immense when their teachers have up to date experience on the marking procedures.



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, science staff are investigating and developing a suite of online content delivery options to enable the quick and effective sharing of resources with our HSC students throughout their HSC preparation. Currently these include the use of Dropbox, Microsoft 365, Google Classroom and Edmodo.

We continue 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 students access these very important events. In 2013 and 2014 we developed our Sydney Science Experience which allows our students to access the same support structures that metropolitan students access routinely. This includes visits to the Australian Nuclear Science & Technology Organisation (ANSTO), the Disease Museum, Natural History Museum, Sydney's universities, the Aquarium, chemical industries, environmental planning units, Environment Protection Authority (EPA), Land and Environment Court, Desalination Plant, etc.

### Biology

This year our 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.

### Earth & Environmental Science

The EES course culminates in a three-day excursion for the HSC group that consolidates the students' understanding in the field aspects of the course. This year we went to Armidale again and braved the very cold conditions that the region had to offer. We stayed at Thalgarra Environment Education Centre (EEC) 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 UNE who put on a wonderful variety of theoretical Lectures backing up the lessons presented back at the college.

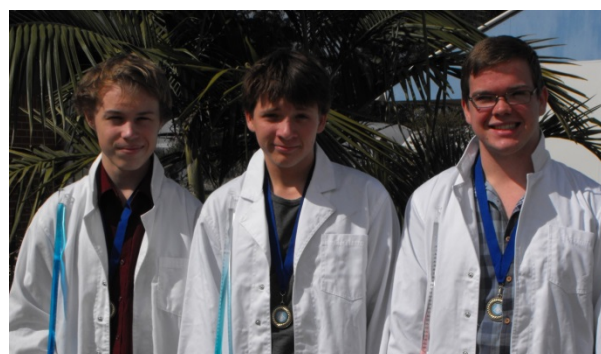
### Physics and Chemistry

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.

In 2014 there were 18 students who participated in the North Coast Regional Titration competition that was actually hosted at the college. A number of our teams scored outstanding results and two teams achieved results in the top 25 in the state.

A team of students from the college produced outstanding results to place 10<sup>th</sup> in the state in the 2014 NSW Schools Titration Competition.



Taliesen Barker, Ryan Jut and Lachlan Brown (pictured) have taken their place amongst some of the state's best chemistry students with their outstanding results.

The NSW Schools Titration Competition is a quantitative analytical competition open to NSW students currently enrolled in Senior Chemistry studying towards the HSC or its equivalent.

With over 350 teams competing this year, success at this level requires that students demonstrate that they can complete complex chemical procedures with utmost precision and that they are able to work effectively as part of team.

The other college teams also produced great results with nine students being awarded the rank of excellence and three receiving a merit.

Their results build on the college's performance in last year's competition and have been made possible by the efforts and dedication of Scott Hollingsworth and Ramona Elton for the organisation and training they provide each year.

Based on their performance Taliesen, Ryan and Lachlan were also invited to compete in the National Titration Competition.

## National Youth Science Forum (NYSF)

One of our HSC students, Jake Sheath, was selected to participate in the NYSF in Canberra. In addition to this Jake was selected to attend the International program in 2014. This is a significant achievement and one of which he well deserved.

*Marc Miller, Head Teacher*

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

### Hospitality

The faculty saw changes to Hospitality with the introduction of the Quality Management System (QMS) for all VET delivered course with training events and validated assessments. The college ran both Commercial Cookery and the Food and Beverage strands in HSC year.

Annette Mavin joined the faculty and provided the industry contact needed for the courses. Regional Registered Training Organisation (RTO) network meetings were attended throughout the year by Tanya Stack and Annette.

Several Preliminary students gained casual employment from the work placements.

The Preliminary and HSC students participated in several 'Hole in the Wall' cafes and restaurant table services in the Osprey Restaurant – these are always very popular with the student body.

Technology and the use of Moodle continue to play a large involvement in successful course delivery.

The HSC Hospitality students competed in the Future Chef Competition. The college was successful at college and regional levels. Roberto Peitralunga was the Senior Regional winner, with Rachael Cook receiving highly commended.



## Textiles & Design

Quality major Textiles projects were once again produced by HSC students.

All Preliminary Textiles & Design students participated in the National Woolmark Wool4School Design Competition with the college being named on the Honourable Mentions Schools List (one of only five NSW schools to make the list).

Textiles & Design saw the largest ever Preliminary classes operating at the college.

Moodle was central to the delivery of the course content throughout the Preliminary and HSC courses. The HSC year was very busy with course work submitted through Moodle allowing students to work at their convenience.

Renee Timms was announced as one of the ten winners of the National Year 12 High School Competition conducted by Fame and Partners (magazine publishers).

### Information Digital Media & Technology

Preliminary students took part in the Hour of Code and mostly used HTML as this was most relevant to their course/competency.

A group of students worked together for their work placement with Urunga Neighbourhood Centre, Youth Directions and Boambee Gardens Retirement Village in the Intergenerational information technology (IT) program. They were introduced to the residents at Boambee Gardens Retirement Village and discussed areas of communication technology that they would like to know more about. The students then prepared user guides and presentations on Facebook and Skype to go through with the residents at the end of the week. Both the students and residents gained a lot from this worthwhile experience.



Students assisted Raina Mason from SCU with their Stellar Kids (primary aged students) workshops – LEGO Mindstorms NXT and ALICE.

Students assisted with installing the Ubuntu operating system on to DER laptops that had been donated back to the school from previous

students. These were then sent to Cambodia with the Vietnam/Cambodia 2014 group and donated to the Stepping Out Half Way House. These will help the students there with their university studies and career aspirations.

The college received this beautiful thank you message from the Stepping Out Halfway House, Cambodia. *"Thank you once again for your school's wonderful support of our Stepping Out Support program and thanks to all those who visited the halfway house during their stay in Siem Reap. We now have three more of the boys enrolled in university and they will commence their courses next week. Sei will study medicine, Sombo, Agriculture and Saray, Electrical Engineering. Your donation has assisted Stepping Out with education costs involved in supporting these special young people."*

#### Exploring Early Childhood (EEC)

Students in the EEC course enjoyed a range of opportunities through this course including park excursion to observe, critically examine and categorise play equipment in the Brelford Park Playground; the construction of a musical instrument for children constructed from recycled material and development of an age appropriate child's book.

#### Food Technology

We once again had a successful year for both the HSC and Preliminary courses. Daniel Linke, a chef and final year student teacher, joined the classes for a six-week block. He was able to share a range of ideas and teaching strategies from his experiences in industry. Students were also involved in experiments to observe the effect of various substances used in cookery on egg whites.

Away from the college, there were excursions to observe businesses in the Australian food industry including Carobana and The Fishing Co-Op.

#### Community & Family Studies

This was the first year presenting a new Option Topic – the Social Impact of Technology. It was very appropriate for the students because of the vast use technology in their everyday lives. They enjoyed studying it as displayed by their interest and commitment throughout.

#### Design & Technology

This course has continued to surprise with the diversity of projects undertaken by students. The 2014 HSC students completed projects ranging from pallets being recycled into jewellery boxes, seed kits aimed at growing mosquito repellent plants for malaria regions and even recycled cardboard furniture.

Encouraging students to undertake projects from concept through to completion is always an eye opening opportunity to see the students grow and show how capable they are.

#### Software Design & Development (SDD)

The software course has seen a resurgence of interest. The numbers of students opting to study this course has risen which is pleasing to see. There has been a real push overseas for all students to undertake courses with a focus on coding and problem solving, something that the SDD course is built around.

Students participated in a range of competitions and learning opportunities – a number of the students achieving at the highest level in these.

For the first time, the college nominated a number of Preliminary students for a summer school at the University of Sydney. We were fortunate enough to have an unheralded four students gain an invitation to this. The students found this camp a wonderful opportunity and brought a renewed enthusiasm for this area of study.

#### Information Processes & Technology

This course continues to maintain its position of supporting students in building an understanding of how technology can assist people and businesses to improve. The numbers of students studying this course has been maintained. We are also looking at opportunities for these students to gain a greater insight into the benefit of technological change for business through some industry visits and case studies in the future.

*Chris Webb, Head Teacher*

#### **Sports**

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 Senior College students with the main aims being participation

and having fun. The opportunity does exist to gain representative honours 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 City2Surf and the Triathlon championships held in Penrith each year.

There were many sporting achievement highlights during 2014. One was Erik Safstrom winning the North Coast Regional Surfing Titles held in Forster. Another was Tenielle Stubbs winning the team and individual All Schools Triathlon events held in Penrith, and going on to compete in Bendigo, doing very well. The following students represented the North Coast region – Rachel Carter (water polo), Caleb Handley (rugby league), Briannan Cavanagh (hockey), and Judd Duncan and Bree Waters-Campbell (soccer). Lillian Moye achieved exceptional results in athletics, being named Open Girl age champion for both zone and regional carnivals. The Sportsperson of the Year at both College and North Coast levels went to Karlie Swanson, who achieved a number one place in the World Cross Country Championships in Israel and represented at state level in athletics.

The Senior College students have again 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 2014.

*Wade Newton, Sport Coordinator*

## **Vocational Education & Training (VET)**

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 coordinator.

Hannah Lohs and Jasmin Sykes, Year 12 students in 2013, were this year awarded an Australian Vocational Student Prize. The prize, awarded on an Australia-wide basis, recognises the achievements of students who complete senior

secondary studies while undertaking vocational education and training. Both students received \$2,000 and an achievement certificate.

*Lance Noel, Careers Advisor and VET Coordinator*

## **Vietnam Cambodia Excursion**

This excursion was held during the October school holidays. The students were immersed in the history and culture of two countries. The history lessons included the impact of the Khmer Rouge on Cambodian society as evidenced by Tuol Sleng prison and the Killing Fields as well as the impact of the Vietnam War on these countries. The guides provided an excellent overview of each country as well as providing our group with care.

The highlights were the natural beauty of Halong Bay and the impressive temples of Angkor Wat. The students came to a greater appreciation of their lives and hopefully realised how lucky they are with the opportunities available to them in Australia.



## **Significant programs and initiatives – Policy and equity funding**

### **Aboriginal education/ Aboriginal background**

In 2014, we had 17 Aboriginal students attend the college and our major focus was to support the students with the Norta Norta Tutoring Program. Five of the students decided to take this opportunity and they were well supported by experienced tutors David Neville, Colleen Kitchener a former student and now qualified



teacher, and Katie Wilson a university lecturer from SCU. Students received weekly tutoring in a variety of subjects that resulted in all three students reaching their goal of completing their respective Year 11 or Year 12 courses.

The welcome lunch for Aboriginal students, parents and teaching staff was held in February 2014 with representatives from SCU in attendance including Troy Robinson SCU Indigenous Support Officer, Katie Wilson.

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 2015 with all students.

Students also participated in the Australian Indigenous Mentoring Experience (AIME) program. This program focuses on a more holistic approach to their studies and future aspirations.

We had several meetings during the year where students had the opportunity to meet many Aboriginal educators from TAFE and SCU. Our focus for next year is to ensure every Aboriginal student participates in both the North North tutoring and the AIME program. One interesting project that will begin 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 studies.

We were represented at the Aboriginal Educational Consultative Group (AECG) monthly meetings by Charlie Bellemore and Director, Dianne Marshall. It was here that many community issues were discussed in the promotion and support of Aboriginal students.

Students Benson McClelland attended the winter school at UNSW and Sharni Cormican (pictured) the summer residential school at the University of Sydney. This highlights students' strong commitment towards further education.



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

## **Multicultural education and anti-racism:**

### **English language proficiency**

In 2014, the Senior College received a 0.4 allocation for the employment of an English as an Additional Language/Dialect (EAL/D) teacher. We had 24 students who came from a language background other than English and 16 of these students required Intensive support in English language. A program of English language support was developed, focusing on language development across the curriculum and assisting classroom teachers in developing activities and techniques that would assist EAL/D students. Weekly small group and individual sessions were held with students as appropriate. The college continued our partnership with North Coast TAFE in our Refugee Education Support Program. Thirteen students from Iran, Afghanistan, Burma and Congo took part in English language, Music, Photography and IT classes. Most of these students then enrolled in Year 11 for 2015 at the Senior College.

### **Socio-economic background**

The Homework Centre continues to provide after school hours support for students to meet with a subject specialist who can answer their questions. Students are also able to access financial assistance for subject fees, excursions and equipment such as for Hospitality.

### **Learning and Support**

In 2014, the Senior College identified 44 students with a disability or specific learning need.

The Senior College Learning Support Team provided a focus point for students with specific learning needs. The team worked to ensure that students receive the support required to help them to participate in and contribute to college life. The team included the Director, Assistant Director, School Counsellor and Learning Support teacher. As specific learning needs or disabilities were identified, the Learning Support Team met with the student and their parents/carers and other appropriate staff. Meetings for Year 11 2014 began in Term 4 of 2013 as the college enrolment process began. The aim of the learning support team meeting was to gather as much information about the student as possible and



discuss the ways in which the college as a whole and individual teachers can assist the student. The meeting also gives advice to the student that could help them to work effectively in Years 11 and 12 and can also involve looking at subject selections, pathways, careers advice and information about disability provisions for exams if appropriate. Learning support plans were then developed to inform staff of the learning needs of each student. The team also developed Emergency Response Plans for students as needed.

The Senior College provided learning support to assist students with a range of specific needs on an individual basis and to assisted teachers to accommodate for individual learning needs. In 2014 we had an allocation of 0.4 for a Learning Assistance Support Teacher.

*Vicki Greer, Learning Support Teacher*

### **Student Welfare Committee**

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

Year 11 Student Advisor Wade Newton and Assistant Advisor Lisa Wainwright played an integral role in ensuring the wellbeing of the 280 plus student cohort. They were very busy organising the Welcome to Year 12 programs in Term 4, 2014 and Term 1 for new students in 2015. Maria Priori worked as Girls Advisor along with Ross Burton continuing his role as Boys Advisor. Zahira Tolhurst has been an invaluable counsellor for students and her reflections on student wellness has been a large focus of her caseload. Robyn Avery our District Guidance Officer will return from leave in 2015.

A big thank you for all the hard work put in over the past two years with our current Year 12 by Wayne Warskitt and Teresa Welsh as they worked extremely well as a team and the

students as well as staff appreciated their efforts in the positions.

The Student Welfare team has promoted a number of whole-college events to ensure the engagement of students from an academic, social and emotional wellbeing. 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 support team achieved much in the identification of students with learning needs.

Committee members were involved in a wide range of professional learning to keep current with the variety of adolescent issues.

The Careers Advisor, Lance Noel co-ordinated student entries on the BoSTES site as well as giving advice on post-college options to students.

### College Passports

A key feature underpinning our commitment to the whole-college experience was the College Passport system. The system recorded the student's involvement in college activities and culminated in the award of Gold Certificate presented at the graduation ceremonies.

### College Mentor Program

All students are assigned to 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 their courses. Where mentors do not feel they had 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 if students use it effectively.

### Orientation Programs

Two orientation programs were run for the incoming Year 11 cohort of 2014. The first was at the conclusion of their Year 10 studies in December 2013 and the other program was part of their first day at the Senior College. Activities included sessions on All My Own Work, timetables, administration queries and distribution of study skills and assessment booklets. The Year Advisors did an outstanding job with the organisation of the days. The students were also introduced to ALARM and were encouraged to use this way of writing better responses in their respective subjects. A mentor session was also held to allow an opportunity for students to meet their mentor.

### Welcome to Year 12 Day

This was an opportunity for staff to talk to students about the expectations of the courses and challenges that lay ahead for them in the HSC year. The day was a great success as students made the formal transition from the Preliminary to HSC year.

### Crossroads Program

Each year the college undertakes the Crossroads program for Year 11 students. Students attended workshops on drug issues and saying no, working with relationships both personal and work, legal issues, stress management, and sessions conducted by the Department of Fair Trading, Hearing Australia, the Real Estate Institute, Centrelink, the Police Force and local GPs. The topics reflected the broad range of issues 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.



## **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 professional learning and support teams including purpose, focus, membership, frequency and timing of meetings.
- Review of existing advisor positions and creation of new coordinator positions more appropriate to the Senior College environment.
- Review of the mentor role statement and confirmation of the ongoing mentor program coordinator position.

### **School planning 2012-2014:**

#### **School priority 1**

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

#### **Outcomes from 2014**

- all teachers improve their professional skills through professional learning; and
- all teachers refer to the standards when developing their Professional Learning Plans.

#### **Evidence of achievement of outcomes in 2014:**

- New Teacher Assessment & Review Schedule (TARS) and Executive Assessment & Review Schedule (EARS) documentation mirrors DEC requirements. Two meetings scheduled over the year for teachers to meet with their supervisors. 100% of teachers attend meetings and complete documentation.
- 100% teachers complete the online NSW Institute of Teachers (NSW IT) registered course to create a professional learning plan. This process uses the Teaching Standards.

- Teachers attend professional learning (PL) group meetings two times each term to discuss a wide range of educational issues.
- Review of PL groups conducted and discussed at PL group meetings and executive meetings. Professional learning coordinator position created for 2015.

### School priority 2

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

#### Outcomes from 2014

- Science faculty developed subject specific learning and responding matrices;
- Science faculty developed strategies and implemented them in their subject area; and
- Science faculty analysed value added data to provide evidence of improved educational outcomes

#### Evidence of achievement of outcomes in 2014:

- At a staff development day all faculties discussed and developed subject specific learning and responding matrices. Science faculty embraced it 100%.
- Science value added data provides evidence of improvements in short and long responses.

### School priority 3

Continued focus on improved student attendance.

#### Outcomes from 2014

- Average daily attendance improved;
- Parents and students more aware of attendance requirements.

#### Evidence of achievement of outcomes in 2014:

- Attendance requirements were a focus in *College News* articles and at parent information evenings.
- Teachers utilizing *Sentral* incident reporting system for parent contact relating to attendance.

- Creation of student tracking coordinator position for 2015.
- 

### Parent/caregiver, student, and teacher satisfaction

In 2014, 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?

- Adult learning environment, no uniform, respectful relationships, freedom
- Wide range of subjects to choose from
- Experienced teachers who are really supportive
- Good sense of community
- Facilities
- Homework Centre

What could be improved?

- More parking
- Canteen prices
- Upgrade facilities e.g. fountains, tables, undercover areas, commonroom.

### Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

A School Planning Team was formed to coordinate the 2015-2017 school planning process. Members of the team attended professional learning provided by the Secondary Principals' Council. A whole-staff planning workshop was held to commence the process. This was followed up by a session with parents and another with the SRC Executive. The School Planning Team has been using this input to develop the plan. After each meeting the draft document has been discussed at staff PL group and staff meetings. Regular reports appear in the *College News*.

The following priorities have been approved by the college community:

### **Priority One - Build a resilient college community**

Implement strategies to assist the college community (students, staff and parents) in developing the knowledge, skills and attitudes to:

- respond positively to change
- embrace challenges and seek opportunities
- accept responsibility
- be flexible and adaptable

### **Priority Two - Support a culture of professional learning and reflection**

Enhance structures which:

- Enable collaboration between teachers/faculties within the college, with other schools and experts
- Improve teaching skills including content delivery and student engagement
- Support NSW IT accreditation

### **Priority Three - Streamline college procedures and practices**

Identify opportunities to:

- Improve efficiency
- Improve communication
- Make it easier to monitor and feedback (including data)
- Alleviate staff pressure
- Reduce duplication
- Simplify existing systems

by reviewing existing procedures and practices, and implementing new and improved systems.

## **About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>