Our school at a glance

Students
Wingham High School has an enrolment of 730 students from year 7-12.

Staff
A permanent and temporary teaching staff of 53.4 and an Administrative staff of 11.2 deliver and support quality teaching programs.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Messages

Principal’s message
Wingham High School offers a comprehensive educational program for all students by providing a strong formal education, effective welfare programs and a range of sporting and cultural opportunities. The school was established in 1962. A capital works program in 1991 added 12 permanent teaching spaces. During 2001 extensive refurbishments were completed to 15 classrooms. To cater for the needs of disabled students a toilet, a lift and ramps were added in 2007 and a walkway to connect the two main classroom blocks was constructed in 2008. In 2010, refurbishment of one of the school’s kitchens to commercial standard, the establishment of an industry-standard Construction facility and the completion of a Language centre will enhance the educational facilities. In addition to excellent playground areas the students also enjoy the benefits of a large multipurpose centre, three tennis courts and two sporting ovals. A farm enterprise concentrating on the raising of beef cattle is additional to the usual school agriculture teaching and learning facilities. The school has a well-established reputation for students achieving at the highest level in academic, cultural and sporting pursuits. Student achievement is consistently applauded and recognised.

Engagement and retention of senior students was enhanced by the continuing development of a shared curriculum with Taree and Chatham high schools as well as TAFE and vocational education, and school-based apprenticeships and traineeships. The school is a proud member of the Community of Wingham Schools. The set of core values established in 2002 of respect, positivity, trust and fairness continue to enhance quality relationships amongst members of the school community. Those core values now inform much of the school’s operation and planning.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mark Thomson (Principal)

P & C message
The Wingham High School P & C continues to work hard along side with the school and staff.

Our school started off with a completely new executive for the start of 2011: Mr Mark Thomson (Principal), Mrs Kim Dixon (Deputy Principal) and Mr Paul Ivers (Deputy Principal). I would like to officially welcome them to Wingham High School. I would like to congratulate Mr Pat Cavanagh on his appointment of Principal at Gloucester High School.

Throughout the year we had many staff come to our meetings and inform us of programs that are being used to educate our students and staff, this is a great way to learn what is going on in our school.
Once again the P & C are supporting the chaplaincy program and have been accepted as a funding recipient for the program with Mr Luke Wylie in this role.

The school bus has been a great asset for our school with Shared Curriculum, Sport and School Excursions. I would like to thank the staff who continue to look after this bus and help maintain it. The Wingham Rotary Club also play a big part with having their second Annual Dinner at Wingham High School MPC to fundraise for the maintenance and ongoing costs for the school bus, we thank them for their continued support of our school and local community.

Our financial contribution to the school is continuing to help provide much needed items for our school and the education of our children. We will continue to do this and none of this would be possible without the hard work of our Canteen Manager Mrs Lynda Nash and all of her hard working volunteers. Lynda continues to try new healthy foods to keep the students and staff interested. Lynda has done further training to enhance her skills and her abilities for the canteen. We thank Lynda for all of her hard work and appreciate it very much.

I must thank all of the P & C members who continue to come to meetings and support the school.

I would like to wish all students, staff, parents and the community well and we will see you all again in 2012.

Anne Munns
P & C President

Student representative’s message
42 students from year 7 to 12 made up the Student Representative Council in 2011. These students met every day during the morning roll call to negotiate, organise and prepare activities for the greater student body.

Activities included socials, BBQs at athletics and swimming carnivals, Earth Hour, Clean Up Australia Day, collation of two newsletters. Discussions occurred re the cleanliness of the ablutions and general tidiness of the school environment. SRC supported and worked with the school’s Environment Team.

Fund raising activities included socials which enabled Wingham students to be DJs and provided our VET Entertainment students to gain valuable hands on experience in setting up and working with sound and video equipment.

As per previous years only two charities were supported these being Rotary Shelter Boxes and Stewart House. Two SRC girls attended the International Women’s Day breakfast held in Taree.

Students from Wingham attended local, Regional and State SRC levels. School leaders gave speeches at both Anzac Ceremonies and the Wingham Australia Day activities and represented the school on Remembrance Day.

Miss Julie Leslie and Mrs Merilyn Kendall will continue as co-ordinators in 2012.

Throughout 2011, Wingham High School has continued to foster a positive stimulating learning environment for teachers, staff and students alike. Our three new executive staff, Mr. Ivers, Mrs. Dixon and Mr. Thomson have settled into their roles within the school with relish, infecting the student body with their can-do attitude and friendly demeanor. 2011 was a great year for all year 9 students, who received their DET student laptops to augment their educational experience, which means that all students in years 9, 10,and 11 now possess laptops to aid their pursuit of knowledge. The work that Wingham Environmental Body, led by Mr. Rourke, carried out in preserving our local environment inspired
all who witnessed them in action. A culmination and a re-affirmation of their environmental efforts, which included the distribution of special recycling bins around the school was reinforced by nine students from WEB attending an inspiring environmental leadership camp run by the Manning Environmental Education Group. The incoming year 12 for 2012 selected their charity by way of a vote in the last term of 2011. We are all eager about raising funds for the Steven Walter Foundation, a very worthy charity whose aim is to eliminate childhood cancer. Wingham High continued to maintain its enthusiastic competitiveness in its attempts to win the “Vampire Shield” for the most blood donations within the Manning Valley High schools.

“Gafatak” put in many hours of hard work in running the audio-visual side of events including CAPA concerts, school assemblies, the Drama production ‘Murder in the music hall’ as well as socials which would not have been possible without the team’s tireless efforts in sound engineering and mixing, resulting in first class assemblies and creative arts performances within the school.

As school captains, we both look forward to another year of enthusiastic involvement and high achievement.

Jesse Crowe and Nick Horgan, Wingham High School Captains.

School context

Student information

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

Although our attendance rates remain above the region, they are below state figures. Efforts of the school to have more students attending school more often have resulted in an improvement in attendance rates for 2011.

Student non-attendance is managed by:
- Tracking of student attendance rates and identification of students for whom attendance is a cause for concern.
- Interviews with parents and students identified as “at risk”.
- Immediate phone contact (or SMS) with parents of students suspected of truanting school.
- Referral to Home School Liaison Officers for intervention support for chronic non-attenders.
- Centrelink notifications regarding long-term absence of students.
- Executive staff responsibilities to strategically target chronic truants.
- Students who chose not to attend their designated lessons were placed on a lesson-by-lesson attendance monitoring card. These cards were checked each day to ensure students had in fact attended their classes.

Retention to Year 12

<table>
<thead>
<tr>
<th>Year</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>43.6</td>
<td>56.8</td>
<td>54.8</td>
<td>60.4</td>
<td>56.2</td>
</tr>
<tr>
<td>SEG</td>
<td>52.3</td>
<td>57.9</td>
<td>57.9</td>
<td>59.9</td>
<td>61.8</td>
</tr>
<tr>
<td>State</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.4</td>
</tr>
</tbody>
</table>
Post-school destinations

University entry and TAFE numbers have slightly increased stable as have the number entering the work force. It should be noted that the majority of those entering employment are also attending TAFE part time.

We experienced a small drop from 15% (2010) to 13% (2011) in the number of students indicating their intention to defer their placement after accepting offers. This reflects a continuing reaction to availability Centrelink relocation scholarships and the extension of employment time to 18 months and other rules for gaining independent student status.

An overall fifty-six (56) offers were made for 2011 admissions to universities. Some students received more than one offer. The universities with early entry and regional bonus point schemes (Newcastle, New England, Southern Cross, Charles Sturt, Wollongong and Australian Catholic universities) remain the major tertiary destinations with 90% of qualified students accessing those institutions. A total of 51 Early Entry Offers were also made. This is a 40% increase from previous years. A small number of students gained offers and accepted Sydney, Wollongong and interstate places at university. Students were also successful in gaining regional university scholarships for study and accommodation.
Two of our Career Link (CAL) students gained non-ATAR entry offers to UNE, SCU and CSU - regional universities for Bachelor of Nursing based on their completion of School Based Traineeships, Certificate II in Health Services Assistant at TAFE and regional early entry schemes.

Employment in apprenticeships and traineeships has increased but most students continue to access those opportunities in the larger city destinations rather than in the local area. Our students continue to be sought after in the local job market. Our CAL students were outstanding in this area gaining: 2 Metals; 1 Electrical; 1 Plumbing; 1 Automotive; 1 Dairy and 2 Hospitality (traineeships). 5 Mainstream students gained trade apprenticeships in electrical, plumbing, construction and hospitality (traineeships) in Newcastle and the local area.

Employment in the retail, hospitality and trade areas continue to dominate.

Year 12 students undertaking vocational or trade training

Our SVET programs included: Hospitality (2%); Construction (14%); Entertainment (18%); and Primary Industries (16%). Percentages indicate participation of our 2011 Year 12 cohort.

In 2011 two Technical Trades Centres were completed and came on line for Hospitality and Construction. We have also commenced training of SVET staff in Sports Coaching, Metals & engineering and Information Technology. These changes have resulted in an increase in SVET participation and TVET decline. Shared curriculum options with surrounding schools may also expand in SVET.

Four (4) students were employed in School Based Apprenticeships and Traineeships (SbAT’s) within the local area. One (1) student was employed in Dairy; one (1) in Transport and Distribution; one (1) in Business Services; and one (1) in Hospitality; These SbAT’s are becoming more popular each year. The trend continues to move toward end of Year 11 for employers to take on students after a couple of terms in Work Experience through our Work Experience Program.

Our Career Link (CAL) program was also very successful in gaining employment for those students taking advantage of this opportunity to gain a minimum of two Certificate II’s through TVET, the HSC credential as well as work place exposure for one day per week. We started in Year 11 with two classes of 22 and ended up with one class of 8 by the end of year 12. Those who left were employed locally as full time apprentices or trainees or entered TAFE courses full time at the end of Year 11 or 12.

Due to difficulties in transport to TAFE on Wednesday’s, the need to maximise face to face contact time, reduction of catch up work and the expansion of SVET courses at school, this program has been evaluated and reviewed. Participation at TAFE for one course only is now part of an inclusive (mainstream) curriculum pattern for these students maximising their engagement in WHS courses.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of our Year 12 gained the HSC

60% of our Year 12 cohort was engaged in SVET or TVET Framework and Non-Framework courses. The majority of students opt for Framework Courses and sit final exams. 11% of these students were from our CAL class. These students gained the HSC.

The majority (90%) also achieved Certificate II in a Framework Course whilst a small number (8%) in Entertainment and Hospitality achieved Certificate III. A small number of students (2%) were awarded Statements of Attainment toward Certificates II or III.
### Staff information

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>42.2</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.9</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.3</td>
</tr>
</tbody>
</table>

**Total**: 67.4

Wingham High School employs an Aboriginal School Learning Support Officer. This person is a permanent employee, and is employed using Integration and Learning Assistance Program funds.

### Teacher qualifications

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

In 2011 two long term members of staff gained promotion to executive positions in their relevant KLA’s. 3 staff retired 1 from each KLA of Mathematics, History and TAS.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75</td>
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<tr>
<td>Postgraduate</td>
<td>25</td>
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### 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**: 30/11/2011

**Income**

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance Brought Forward</td>
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<tr>
<td>Global Funds</td>
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<tr>
<td>Tied Funds</td>
<td>352,738.83</td>
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<td>School &amp; Community Sources</td>
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<tr>
<td>Interest</td>
<td>18,375.30</td>
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<td>Trust Receipts</td>
<td>42,649.13</td>
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<tr>
<td><strong>Total Income</strong></td>
<td>$1,156,407.65</td>
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</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Learning</td>
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<tr>
<td>Key Learning Areas</td>
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<tr>
<td>Excursions</td>
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<td>Extra Curricular</td>
<td>32,706.18</td>
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<tr>
<td>Library</td>
<td>6,711.14</td>
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<tr>
<td>Training &amp; Development</td>
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<td>Tied Funds</td>
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<td>Casual Relief Teachers</td>
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<td>Administration &amp; Office</td>
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<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust Accounts</td>
<td>57,489.44</td>
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<tr>
<td>Capital Programs</td>
<td>15,095.72</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td>$1,115,877.50</td>
</tr>
</tbody>
</table>

**Balance carried forward** $293,002.95

**Tied Funds**: Are essential to providing resources for specialised learning areas which include; support for disabled students, students with learning difficulties; aboriginal tutoring and transition programs; sport and professional learning initiatives. In 2011 a Language Centre Grant was received to assist in the resourcing of our new Language Centre, which was built under the Commonwealth Government’s BER program. A Trade Training Centre Grant was also received to equip new rooms in the Industrial Arts and Hospitality areas. Asian Literacy Grant funds received will be used to implement Asian languages and studies within the school.
**School & Community Sources:** Include generous contributions from our P & C, funds from student excursions and subject contributions. Another successful year was realised from our school’s ag farm for produce sales and the annual school production was a resounding success.

**Trust Funds:** These include Year 12 fundraising for charity, Greening Scholarship, a community run breakfast program and regional SRC funds.

**KLA Expenses:** Expenditure for this area directly assists and facilitates teaching and learning. Purchases include materials used in elective subjects and other resources used to enhance subject learning. Also included in the KLA area, were expenses incurred for whole school technology which included purchases of printers, computers, cabling, student laptop repairs. HSIE purchased additional resources for new business studies classes.

**Excursions:** Year 8 and Year 9 camps were the major excursions held this year. Our Drama students attended two major productions in Sydney and our Agriculture students competed very successfully at the Sydney Royal Show.

**Administration & Office:** Expenses included paper and publishing costs used by classrooms and administration. Also repayments for a Fuji photocopier were also incurred.

**Capital Programs:** Interactive whiteboards were purchased this year from funds donated by the P & C.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2011

### Arts

As always, CAPA activities are constantly occurring throughout the year, from excursions to various art galleries (for the Archibald Prize exhibition, ArtExpress & the local Manning Art Gallery exhibitions amongst others) to student performances in the Taree Eisteddfod & at the CAPA Big Night In, Wingham High School students have had many opportunities to participate in the creative & performing arts.

2011 again saw our students achieving success in the Manning Express Regional Art Competition. Matthew Percival was successful in winning his category & received a $200 prize.

The Drama area was supported by the entire CAPA faculty and the School Canteen in their production of ‘Murder in the Music Hall’. This was a theatre restaurant evening (held on two successive nights) where the canteen and volunteers provided a meal & the staff and students produced the Murder mystery entertainment for the evening. This is the second such collaborative event held over the past three years and again proved to be a great success.

Both junior and senior students participated in *The Big Night In* as senior Drama and Music students used the opportunity to polish their HSC performances.

Year 12 Music students Freya Mudie & Raff Watt were nominated and performed in *Bravissimo*, a regional performance of HSC Music students at the Port Macquarie Glasshouse Theatre. By all accounts they produced stand out performances and were supported by a small group of WHS students in the audience.

### Sport

In 2011, the key words to describe sport at Wingham High School are again excellence and variety. Excellence was achieved in the form of individual and team results and variety from the number of sporting opportunities that can be enjoyed at Wingham High School.

The individual efforts were remarkable with students at Wingham High School achieving
international, national, state and local recognition at their chosen sports.

Amelia James is a world class gymnast and her dreams of representing Australia at the London Olympics are still on course.

Scott Williams has been selected in the Australian Institute of Sport 17/18 years Rugby League Team that will tour England, Wales and France in November 2012.

Maitlan Brown has recently been selected in the NSW 15 yrs Cricket Team after being a member of the Hunter Open Girls Team since year 7. Maitlan this year was also selected in the Hunter Open Girls Golf Team and the Hunter Athletic Team.

Maddy Webster in 2011 was selected in the NSW Open Girls Hockey Team and is also the recipient of a Hunter Sporting Blue in that sport. Hunter Sporting Blues are very prestigious awards.

In Athletics, Leyton Cowie joined Maitlan Brown as a member of the Hunter Team that competed at the State Championships.

Mitch Collins was selected in the Hunter 15yrs Boys Touch Football Team.

Our only representative at the State Cross Country Championships this year was Mikaela Peckett and her efforts at zone, region and state were excellent.

Ella Hartcher continues to be a champion in her chosen sport of Archery and has recently been selected in the NSW team.

Other students to excel have been Hannah Boyd in Lawn Bowls, Ben Anderson in Cycling, Mitch Barnett and Shannon Ellem in Rugby League, Olivia Mudie has recently been included in the Hunter Academy’s Hockey group and Jonty Hemmingway for Hockey, Cross Country and Touch Football.

Excellence in team events saw the Open Girls Hockey Team leading the way with a 5th placing in the NSW competition, they had to play Lithgow in their first game of the finals and they went on to become State Champions. With a better draw, second place was a real possibility.

The Wingham High School Futsal teams continue to make State Finals with our 15yrs Girls team only losing one game and that unfortunately was the grand final.

In Rugby League, the 16yrs team was the most successful with wins in the Manning Knights Knockout and the Manning Country Rugby League Tournament. The Open Boys were also winners of the Manning Country Rugby League Challenge.

The year 9/10 Boys Touch Team finished 11th in NSW at the recent State Finals and lost two of those games by only 1 point.

This year our results in Soccer were a little down on previous years but our Girls Teams won through to Round 3 of their tournaments.

The school carnivals were again great events and like the sports presentation ceremonies were organised by Mr Murray Doust.

In swimming the House winners were Manning. Oxley won the Cross Country event with Parkes coming first in Athletics.

The variety of sporting activities at Wingham High School is in place to give students every opportunity to enjoy activities they really like. Flexible management also allows students to participate in a sport they really enjoy. Each term sports offered are changed to cater for further choice and the seasonal conditions.

The sports that are popular at the moment are Aqua Fitness, Surfing, Drumming Fitness, Environmental Fitness and Beach Fitness while this winter Mountain Fitness and Mini Tennis were great hits.
Some sports such as Zumba Dancing, Yoga, Fishing, Tennis, Golf and Ten Pin Bowling are losing their popularity but it was certainly exciting to have Jordan Majkic score a 236 including 8 strikes.

Wingham High School has now a horse riding team and they enter into events proudly displaying the WHS logo on their horse rugs.

The variety of sports on offer encourages all students to get enjoyable regular exercise on a Friday afternoon during sport time. Wingham High School places great importance on health and fitness, as well as teamwork and encourages parents to not make appointments during sport time to allow maximum participation in the sport program.

In 2010 this report highlighted the excitement of getting our own school bus. The bus has been used for a variety of events including sport and has been a great success. Longer trips for students are now MUCH cheaper and therefore allow for more participation at regional and state level as well as on an individual student level.

The success of the sporting and recreational programs is due to the commitment of all the teachers who have given up their time and effort to train teams, organise games and transport players.

Other

WEB (Wingham Environmental Body) was formed in Term 1 2011 thanks to a number of students who were keen to make a difference to the environment in their school and local community. The main project of the group has been the implementation of a school wide recycling program. Other activities for 2011 included regeneration of the Point on the bottom farm, involving planting of local plant species, Wingham street beautification and plantings around Central Park, water testing of the Manning and Cedar Party creeks with the assistance of Midcoast Water, and collaborating with the Manning Valley Neighbourhood Centre to plant seedlings and build a pizza oven out of natural materials. A highlight was the Environmental Leadership Camp held at Falls Forest Retreat in John's River. In spite of flooding and multiple leech attacks, the group was inspired by the natural beauty of the property and the excellent guest speakers.

2011 was a very successful year for the Wingham High School Ag Show Team.

Students

Taryn Worth and Georgia Bramble were selected in the NSW State Paraders Final.

Jonty Hemmingway was awarded Champion Junior Judge (from a field of 340 students) at Scone Beef Bonanza. In addition Jonty won an $800 Judging course held at Tocal Agricultural College.

The Wingham High School Team comprising Taryn Worth, Jonty Hemmingway, Rachel Relf and Ryan Relf won Champion Junior Judging Team at Wingham Beef Week.

Cows and Careers – a large group of Year 7 to 12 students were involved in the Cows and Careers competition winning two categories for the Mid North coast.

Cattle

Our successes were:

Grand Champion Steer – Camden Haven Show.

Reserve Champion Woolworths Trade Steer, Sydney Royal Show.

Reserve Champion Middleweight Steer, Sydney Royal Show.

First place M.S.A. Virtual Taste Test, Sydney Royal Show.

Grand Champion Steer – Wingham Show.
First Place Heavyweight Steer – Scone Beef Bonanza.

Champion Lightweight Steer – Wingham Beef Week.

As well as beef Wingham High School farm has Sheep. With the ongoing support and help of Mr Peter Colless, Wiltipol sheep continue to be developed.

Infrastructure
Our steer feedlot has had its floor concreted to improve all weather access.

Our bottom farm has had extensive pasture renovation to increase cattle carrying capacity. Work has also commenced on our re-fencing program after the June flood.

On our top farm construction of a new set of cattle/sheep yards is nearly completed as well as an extension of our garden tool shed.

Mathematics engagement activities
The first Year 3/4 Maths fun day was held in the MPC for students from Wingham Public. Students from 7 Armstrong co-ordinated the event, researching appropriate tasks for students in Stage 2 and organising activities that were interesting, fun, and promoted engagement in Mathematics. Feedback from participating students was extremely positive.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

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

Literacy – NAPLAN Year 7

![Year 7 Reading Chart](chart1.png)

![Year 7 Writing Chart](chart2.png)
Progress in literacy

In 2011 Year 9 Boys improved by 23 scale scores from the 2010 data in the test aspect of Reading in NAPLAN. Year 9 Girls achieved 6 scale scores above the state average growth in the test aspect of Reading in NAPLAN.

In 2011 whole school staff development day activities were run with a literacy focus.

In addition to this faculties placed an increased emphasis on literacy for all Year 9 students. This involved explicit literacy lessons, within faculty teaching units.

All faculties established appropriate spelling lists and integrated learning activities into lesson plans with an emphasis on breaking words into syllables and the associated rules.

Resources were allocated to high needs students from Learning support.

Progress in numeracy

In 2011 the average growth in numeracy across Year 7 was 41.7, with a smaller range of scores than the state range.

9.2% of students earned a band 9 (the highest possible score) and a further 10.6% earned a band 8. A total of 14 students failed to meet minimum standards.

Targeted students who had had difficulty in numeracy and were identified by NAPLAN as not meeting benchmarks in 2009 were offered access to small group remediation with a qualified Mathematics Teacher. All students who participated in the program showed growth of 80 points or more, a significant improvement, and more than double average growth for the school.

Students in Year 9 scored 3.6 points better than state average growth, at 40.9, with a smaller range of scores than the state or the region. 1.6% of students received a band 10 (the highest possible score) and a further 32.6% earned a band 8 or above. In all, 16 students failed to meet minimum standards.

Fractions, decimals and percentages, and algebra were targeted for reinforcement activities in all KLAS prior to NAPLAN, and it is believed this contributed to the better than state average growth in Year 9.
School Certificate

Percentage of students in performance bands: School Certificate English

- Percentage in Bands
- School Average 2007-2011
- State DEC % in Band 2011

Percentage of students in performance bands: School Certificate Mathematics

- Percentage in Bands
- School Average 2007-2011
- State DEC % in Band 2011

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

- Percentage in Bands
- School Average 2007-2011
- State DEC % in Band 2011

Percentage of students in performance bands: School Certificate Science

- Percentage in Bands
- School Average 2007-2011
- State DEC % in Band 2011
School Certificate relative performance comparison to Year 5 (value-adding)
Higher School Certificate

Minimum standards

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2011</th>
<th>School Average 2007-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>76.4</td>
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<tr>
<td>Spelling</td>
<td>86.2</td>
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</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>82.9</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>88.6</td>
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</tbody>
</table>
**Percentage of Year 9 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.3</td>
</tr>
<tr>
<td>Writing</td>
<td>55.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.8</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>80.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.0</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal Education underwent a substantial evaluation during 2011. A “Dare to Lead” review enabled the school to assess current practice and provide a basis on which to further develop in the future. This evaluation involved the input of all members of Wingham community. Parents, students, staff and other involved parties all had opportunity to provide their thoughts and have valuable input into Aboriginal Education at Wingham High School. The findings of this snapshot have contributed to the 2012-14 strategic plan.

Wingham High’s links with the Aboriginal community was seen as paramount and great improvements were achieved with the support of TIDE and the PaCE program. It has introduced community to staff responsible for directing Aboriginal Education in achieving higher attendance and outcomes for these students. Parents, students and staff went to Wollotuka Institute, the Aboriginal resource within the University of Newcastle, to educate families of tertiary educational opportunities and supports. The Community have been involved in the preparation of a planned mural to be a welcome around the school’s MPC entrance. Community and students have been responsible for the planning and design. This will continue into 2012.

Our tutor program for support of Indigenous students in the Preliminary and HSC years has continued throughout the year. We are looking to develop a more flexible model in 2012 to provide access for more students.

Staff have been trained in a program designed to increase communication through traditional learning practices called “The Yarning Circle”. This was trialed at the end of 2011 and will be a significant part of the 2012 Indigenous programs.

**Multicultural Education**

There continues to be a strong focus on culturally inclusive teaching practices across all KLAs at Wingham High School. The teaching of cultural, linguistic and religious tolerance and how to combat racism and discrimination occurs in English (understanding difference) and history and social science (Contemporary Issues).

• Our Anti-Racism Contact Officers (ARCO’s) are trained annually to ensure these policies and practices are understood and accepted by all students and staff and to assist those with racism related issues. These staff regularly address assemblies and year meetings.

**Other programs**

**Positive Behaviour for Learning**

In 2011 Wingham High School began the implementation of the Positive Behaviour for Learning program (PBL). PBL aims to improve student behaviours both inside and outside of the classroom resulting in positive interactions between all members of the school community. PBL also aims to reduce the time spent on managing negative student behaviours by explicitly teaching students the expectations of the school environment. This leads to an improvement in the learning environment, educational output and welfare outcomes through the reinforcement of Core Values.

Through extensive research the team working on the PBL project identified four key behaviours
which will be the focus for the next 12 months. They are:

- Student Movement; ‘Respect Personal Space’
- Out of Bounds; ‘Be trusted – right place, right time’
- Appropriate Language; ‘Be polite – speak respectfully’
- Littering; ‘Do a positive thing, Do the right bin’

Currently the team has implemented initiatives for improving student movement and issues surrounding out of bounds. This has been achieved through clear signage that was completed over the Christmas break. A playground rewards system has also been implemented to reinforce positive behaviours.

**Progress on 2011 targets**

**Target 1**

**Literacy and Numeracy Development**

To improve the number of students achieving in the top two bands for overall literacy and numeracy in Year 9 NAPLAN 2009 by 10%.

Our achievements include:
- Expansion of the Wingham High School Literacy Team to include representatives from all KLA’s.
- Collaboratively working with our associated primary schools to implement common literacy teaching practices.
- Explicit teaching of spelling, punctuation, grammar, structured writing, editing/proof reading and inferential comprehension skills.
- Year 9 Boys improved by 23 scale scores from the 2010 data in the test aspect of Reading in NAPLAN. Year 9 Girls are 6 scale scores above the state average growth in the test aspect of Reading in NAPLAN.

**Target 2**

**Student Engagement and Retention**

Collect evidence from students, staff, parents (surveys, evaluations/reflections) and data from discipline levels, attendance rates, truancy rates and post-report surveys; and, improve the 7-12 retention rate from the current 51% to 55%.

Our achievements include:
- Retention rates improved to 56.2% from stage 5 to stage 6.
- Strengthened implementation of the NSW Quality Teaching model through a focus on engagement including student motivation and the concept of ‘personal best’ in Years 7 to 12;
- Strengthening of Pedagogical Partnerships between teachers.
- Provision of a broad and flexible range of subject options and opportunities relevant to the needs of learners in Years 7 to 12.
- Strengthening of the School-to-Work program for Years 9 to 12 and increased engagement with local community organisations to maximise support for that program.
- Increased successful participation in Career Link, VET and Shared Curriculum options and increased proportion of students completing Year 12.
- Increased numbers of students entering tertiary education and/or gaining fulltime employment.
- Increased parental engagement in supporting learning.
- Identification of mentors for stage 5 students and establishing regular ongoing meeting times
- Increased flexibility of patterns of study for stage 6.
- Participation in the Manning/Great Lakes “e-Quality” learning project.

**Target 3**

**Aboriginal Education**

Our achievements include:
- Personalised Learning Plans for Aboriginal students which establish goals and strategies for improvement.
- Alignment of PLP’s with our feeder Primary Schools.
• Teaching and learning programs contain Aboriginal content and perspectives.
• Increase in Aboriginal student performance in NAPLAN testing.
• Increase in retention of Aboriginal students from Year 10 to Year 12.
• Strengthening of the Aboriginal Education Team comprising of staff, students, parents and community members.
• Working collaboratively with our associated primary schools to implement policy and enhance cultural awareness.
• Development of quality teaching and learning strategies for improved performance in literacy, numeracy and retention of Aboriginal students.
• Completion of the Dare to Lead Snapshot.

Target 4
Assessment of and for learning
Our achievements include:
• Development of quality assessment tasks that engage all students.
• Differentiation of tasks in Years 7, 8 and 9 to ensure that they meet student learning needs and abilities.
• Publication of Years 7, 8 and 9 assessment tasks on school network and to parents via website and hardcopy.
• Increasing majority of students are completing tasks successfully.
• The alignment of curriculum, teaching and assessment.

Target 5
Core values and wellbeing
Our achievements include:
• Embedding and strengthening of the Wingham High School Core Values (Dignity, Respect, Fairness & Positivity) in all aspects of school life: through assemblies, year meetings, school carnivals, year excursions, rewards and rewards days, and general recognition of effort.
• Expansion of programs for staff and students designed to improve tolerance and resilience.
• Promotion of workshops aimed at engaging students and staff with Core Values to enhance understanding and commitment.
• Strengthening the Wingham High School Wellbeing Team.

Target 6
Technology
Our achievements include:
• Further increase in the availability and use of Inter Active Whiteboards (Smartboards) and data projectors.
• Increased use of Connected Classroom technology within the Shared Curriculum program.
• Improved communication with parents and staff from increased use of technology e.g. booking systems, daily and weekly notices, school intranet, school website and email.
• Mandatory ICT skills embedded in all KLA teaching and learning programs.
• Improved Computing Skills Test results.
• Improved teacher capacity to support student learning through technology.
• Full implementation of the Digital Education Revolution (DER) rollout of laptops to Years 9, 10 & 11.
• Increased flexibility of curriculum delivery through BLOGED and Moodle.

Target 7
School Environment
Our achievements include:
• Completion, establishment and use of two Trade Training centres (Hospitality and Construction)
• Embedding of a culture of recycling.
• Establishment of Wingham Environmental Body (WEB) made up of students and staff.
• Re-vegetation of “the point” at the ‘bottom farm’ with native plants.
• Participation in the ‘clean up Australia’ day.
• Regular presentations from WEB students at assemblies.
• Commencement of Positive Behaviour for Learning (PBL) program.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of:
**Educational and management practice**

**Attendance monitoring**
The system of monitoring and notifying parents of non-attendance was reviewed. It was concluded that ongoing daily monitoring was effective however earlier notification of an absence to parents would assist in reducing truancy and increasing engagement. Funds are to be set aside in 2012 to implement a system of SMS messaging notifying parents of students absence on the day of absence and also of unexplained lateness.

This review also included Sport truancies which were monitored on a similar basis. It was found that many students had falsified notes or had given non-urgent reasons for requiring leave. As a result the implementation of an “on-the-spot” note check for leave passes on Fridays was introduced in an effort to reduce the number of truancies/unjustified leave requests from Sport. This has been a great success with unjustified leave requests dropping dramatically.

Improving attendance has been established as a target for the 2012-14 school improvement plan. It is widely recognized as a key factor in improving student engagement and attainment. The community and in particular the Chamber of Commerce have commenced a partnership with The Community of Wingham Schools focusing on improving school attendance.

**Curriculum**

**Career Link Program**
Students in Years 11 and 12 who were not intending to go to university but still wanted a HSC were able to opt to participate in the Career Link program. The structure of the program allowed students to attend school for 3 days per week and TAFE and Work for the rest of the time. However it limited their choice of HSC subjects and forced some students into subjects that they didn’t enjoy or engage in. In 2011 the mandatory leaving age for students was raised to 17. There was an obvious increase in the number of students returning who would have otherwise left school.

It was found that the choice of 2 TAFE courses was having a significant impact on the staffing of the school and therefore reducing the number of choices in stage 6 for both career link and ATAR students.

It was decided to abandon the career link model and reduce the number of TAFE courses in stage 6 students were able to take to 1. This in turn has increased the number of choices available to stage 6 students in particular it has allowed the school based VET courses on offer to stabilize. A wider range of subjects was also made available in the Curriculum Advantage program with Taree and Chatham High Schools.

It is likely that the number of school based VET courses will increase in 2013 thus allowing the individual needs of all students to be met rather than offer a 1 size fits all solution.

**Other evaluations**

**Levels Discipline System**
In an evaluation of our welfare and discipline practice we noticed that there were a growing number of students who were in the discipline structure for extended periods of time. Some points to consider were the abilities of students to follow the rules of the current monitor card and the lack of opportunity to be rewarded for positive behavioural change.

After consultation with our welfare team and P&C body the school implemented small but significant changes to encourage positive behavioural change.

These changes primarily involved
- Limiting student focus behaviours to 3.
- Making these focus behaviours specific to the student's behavioural concerns.
- Providing the opportunity to move off the monitor card early as a reward for sustained behavioural change.
• Identifying the time in which a student can be on a discipline card before further review.

These changes were well received by students and parents and enabled some students the opportunity to be out of the discipline cycle for displaying positive learning behaviours within a week. It also provided students with the discussion base to not only identify their own behavior issues but also actions they can take to resolve problems in a positive manner.

**Parent, student, and teacher satisfaction**

In 2011 A Dare to Lead Snapshot was undertaken. This was a comprehensive investigation of Aboriginal Education at Wingham High School. Aboriginal and Non Aboriginal parents, students and teachers were interviewed.

All these stakeholders expressed high levels of satisfaction with the school’s implementation of the Aboriginal Education Policy. Some comments from parents were:

- Our kids are happy at the school
- The best thing about the school is all the support my child gets from the school.
- There are teachers here who really look at each individual student’s strengths and weaknesses.
- This is a community minded school – teachers and parents/community get involved.

Areas for further development are:

- Improving Personalised Learning plans.
- Supporting the development of a local Aboriginal education consultative group.
- Increasing the cultural knowledge of all staff and students.

**Professional learning**

The focus areas for Professional Learning in 2011 were ICT / DER / Technology – constituting 42% of TPL budget allocation); Literacy and Numeracy (17% of budget); Quality Teaching (24% of budget) and Welfare / Equity (17% of budget).

In ICT, Wingham High participated in Professional Learning surrounding the effective use of DER laptops in the classroom; the use of Interactive Whiteboards as Quality Teaching Tools and were in-serviced on effective use of software programs at staff development days. The technology Team continued to meet to discuss Wingham High School needs regarding hardware, software and training for all. The effective use of technology was vital in DEC’s implementation of its 2011 Digital and Social Media Policy, which was pivotal in many of the professional learning activities undertaken in 2011. All staff engaged in online emergency care and anaphylactic response training to ensure personal safety, welfare and wellbeing of our students.

In Literacy and Numeracy, professional learning revolved around the continued implementation of NAPLAN and the use of its results via smart-data to inform and change teaching programs. Some professional resources were purchased for staff to consider and a concerted, whole school approach was taken with regard to spelling and the writing of persuasive text. A whole school policy and plan was undertaken and is in its embryonic stages. In Numeracy, particularly, a shift from traditional methods, to the use of MyMaths Online as a textbook, has seen student tracking become quite a focus and a successful measurement of student achievement, easily and readily reportable to parents.

In Quality Teaching, Wingham High participated in two major programs for future success. Firstly, Wingham High began its implementation of the PBL (Positive Behaviours for Learning) program –
with 8 staff being trained in its implementation and district support offered in the form of a mentor (Mrs Lyn Brettle). Staff and students are involved in what will be a 3 to 5 year program of implementation in stages – from the playground and aesthetics of the school to a matrix of expected behaviours to plans and lessons in the classroom. The program focuses on common language across all areas and facets of the school. We have been the vanguard for many of the initial stages of implementation, not only in our school, but also in the primary schools.

This is an exciting program and will tie our core values closely to behaviour, lessons and programs. The Region has also undertaken the provision of Collegial Networks for each faculty, to ensure equity and parity across all schools. We are fortunate to have been involved in the initial implementation of these network meetings in 2011.

Wingham High is fortunate to boast the talent of two CLN coordinators in Mr Damien Keen (TAS) and Mrs Cassie Portelli (Maths) – it is a wonderful endorsement of their knowledge, commitment and forward thinking. This program of cross school collegiality and leadership development will continue in 2012.

In Welfare and Equity, Wingham High was involved in the introduction of Yarning Circle activities for Aboriginal students as a follow up to our successful Dare to Lead snapshot. This highly motivating and engaging program is to continue in 2012 to ensure further success. Further training was undertaken in Aboriginal Language, Aboriginal Adolescent Mental Health issues and PLP development. Several professional learning seminars were attended regarding Mental health, bereavement, the adolescent brain and critical agendas – all important in today’s world and in education.

School planning 2012—2014

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

WINGHAM HIGH SCHOOL
STRATEGIC PLAN 2012-2014

The Wingham High School Plan 2012-2014 outlines what we need to do to maximise the learning of every student in our school. The Plan aligns with the Department of Education and Communities Office of Schools Plan and North coast Region Strategic Directions 2012-14.

This Plan demonstrates our commitment to continuous improvement in teaching and learning and our focus on retention and attainment by providing maximising the opportunity for all students to participate in challenging and engaging learning opportunities.

The development of the Wingham High School Plan is the result of shared input and discussions between teaching and non-teaching staff, students, parents and members of the community.

The plan’s guiding principle is the creation of a Culture of Learning with a particular focus on 3 interrelated* key reference areas:

- Student Achievement
- Quality Learning Environment
- Core Values and Wellbeing

The key priority areas within these focus areas are:

- Literacy and Numeracy
- Student Engagement and Attainment
- Aboriginal Education
- Curriculum and Assessment
- Leadership and Management
- Organisational Effectiveness
Our targets for each focus area are:
- Increase the average growth in Literacy and Numeracy to less than 5 scale scores or better, of the state average.
- Increase the % of students completing assessment tasks from 75% to 100%.
- Improve attendance from 88% to 91%.

Wingham High School is committed to strengthening our links with our community of schools and our local public high schools. These partnerships of schools linked for mutual benefit will broaden the learning opportunities for all students and form an integral role in maximising opportunities for all students. As well as embedding the sharing of ideas and access to relevant, quality professional learning for all staff.

**School priority 1**

**Student Achievement**

Outcomes for 2012–2014
- Improved literacy and numeracy growth for all students including Aboriginal students.
- Teachers use technology to improve student outcomes in literacy and numeracy.
- Improved teacher capacity to support student learning through differentiation to meet the needs of all students.
- Increased proportion of students completing Year 12 or recognised vocational training, due to increased literacy and numeracy skills.

**Strategies to achieve these targets include:**
1. After an analysis of Smart Data, Literacy and Numeracy strategies are embedded in all teaching and learning programs and classrooms in all KLA’s, 7 – 12.
2. Investigate results of top streamed classes and develop KLA based strategies to improve the number of high and outstanding outcomes.
3. Implement Authentic Assessment as a whole school program.

**School priority 2**

**Quality Learning Environment**

Outcomes for 2012–2014
- Increased proportion of Aboriginal students completing Year 12 or recognised vocational training.
- Increase in the number of bands in all assessment tasks students achieving highest
- Quality feedback practices embedded in all assessment processes and tasks

**Strategies to achieve these targets include:**
1. Senior Student Aboriginal Tutors employed (25 hrs per student) for students in Yrs 10-12.
2. Greater Number of SBaT’s offered to indigenous candidates.
3. Introduction of Language classes and continuation of Yarning Circle practices – embedding of cultural significance and sensitivity (QTF and Dare to Lead recommendations).
4. Ensure the Aboriginal Education Policy is implemented across the school – part #1 of the recommendations of Dare to Lead Snapshot.
5. Quality Feedback for tasks to include a generic sheet of information for all candidates, as well as specific individual information on the task itself in Stage 6 and in Year 10 for 2012 – then moving backwards to Year 7 in ensuing years.
6. Implementation of ALARM.
7. SRA (Senior Review of Assessment) – for Year 11 & 12 and introduced for Year 7.

**School priority 3**

**Core Values and Wellbeing**

Outcomes for 2012–2014
- Increased understanding and awareness of Aboriginal culture.
• All stage 6 students participate in mentor scheme.
• All students are aware of and committed to Wingham High School’s Core Values.
• Increased parental engagement in supporting their child’s learning.
• Positive staff-student relationships.
• Improved social and emotional wellbeing and skills for life for every student.
• All staff and students commit to an anti-bullying policy.

Strategies to achieve these targets include:
1. Regular Nips interventions: 1 per term for each year.
2. Establish SMS attendance notification to parents.
3. Streetsweps with a HSLO, PYLO & DP’s
4. Community awareness program in partnership with Wingham Chamber Of Commerce.
5. Curriculum adjustments, modifications and accommodations implemented in all teaching & learning programs.
6. Conflict resolution skills improved by whole school commitment to Bill Rogers management approach.

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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