Chatham High School
Annual School Report

2012
Our school at a glance

Students

Our school is a proudly comprehensive and inclusive high school. In 2012, 671 students were enrolled including 45 students in our Support unit. 20% of all students are from Aboriginal and Torres Strait Islander background.

Staff

Chatham High School has a very experienced and committed staff. In 2012 our staffing entitlement was 58 teaching staff, including school executive, and 16 non-teaching assistants and officers. Some teaching staff retired during 2012. Each of our teaching staff meets the professional requirements for teaching in NSW public schools.

Our school and administration support staff (SASS) is student focused, efficient and ensure that tasks are completed in a timely and professional manner. The team includes a school administration manager, school administration officers, an Aboriginal education officer, school learning support officers, a general assistant, a farm assistant and educational tutors.

Significant programs and initiatives

Trend data from NAPLAN showed a diminution of the gap between the school and the state. This was recognised by the continuation of various programs.

Centre for Excellence (C4E)

The C4E continued its focus on three interrelated purposes: know your students, enhance teaching practices and to form effective partnerships.

Ms Kylee Owen continued in her role as our Highly Accomplished Teacher (HAT) and Ms Melissa Barry continued in her role as operational paraprofessional technology. Ms Owen will continue in this role in 2013 whilst Ms Barry concluded her role at the end of this year.

This meant that major efforts to work with our Community of Schools (COS) based in the North Manning Learning Community (NMLC) were continued and developed further. It has supported the development of enhanced Stage 3 to Stage 4 transition programs in the school such as the Chatham Curriculum Extension (CHACE) class and developed a genuine Middle Schooling project involving primary and secondary teachers.

It also provided an intense four day poetry workshop with Luka Lesson (National Slam poet and ‘hip hop’ artist). Students composed poetry and performed it publicly one evening.

Support for teachers undertaking accreditation programs was maintained and further developed during the year at both the school and NMLC levels.

Transition Program

A number of strategies were continued to ease the transition of students from Year 6 to Year 7 between our feeder primary schools and Chatham High School. These initiatives included: key personnel visits to primary schools, follow up visits with the student adviser and Year 7 students, Years 5 and 6 ‘WOW’ days, the ‘EXPO’ evening, visit University of Newcastle day, a Mathematics field day, an orientation day and additional visits for some identified high needs students.

National Partnerships (NP)

National Partnerships Low Socio-economic funding programs underpinned all significant areas in the school management plan. It supported these through the employment of additional staffing and funding for target programs, such as: the Stage 4 Learning Centre, the writer-in-residence (‘Introduction to children’s picture book’ with former student and author Heidi Goh / nee East), connected learning, teacher quality, and head teacher release program. Further information can be found later in this report.

Priority Schools Funded Program (PSFP)

After a ten year period the PSFP Program under this title ended. Funding will continue under the banner of Transitional Equity Funding in 2013. Some incredible successes have been achieved including:

- the whole staff commitment to the explicit teaching of Literacy and Numeracy in all key learning areas
• a more informed and involved parent body
• an improvement in student performance shown through NAPLAN results.

Funding has allowed the employment of a full time literacy teacher and a part time Community Liaison Officer (CLO). This has also provided opportunities for students to participate in learning experiences to which they previously did not have access.

PSFP has been a successful program due to a committed team and the implementation of its programs by the school staff. The managing committee was: Susan Ballard, Kim Porter, Judi Wood and Jenn Curtis. In 2012 additional members were: Chris Abbott (Deputy Principal National Partnerships & Equity/Stage 6), Tracey Beckett (Head Teacher English), and Kylee Owen (Highly Accomplished Teacher).

In 2012 PSFP made a major contribution to learning in the area of writing through its iWrite program. Our NAPLAN results showed a 6% overall improvement in Year 9. We introduced the Premier’s Reading Challenge into Year 7 and 8. Over 53 students read 600 plus books. Our literacy teacher continued working with staff on the Reading to Learn program, persuasive writing workshops and the CSI comprehension program. National Literacy and Numeracy Week 2012 was celebrated with primary school visits by a group of Year 8 storytellers, a dress up parade, a daily roll call quiz and book readings.

For Numeracy all faculties demonstrated consistency in the terminology they used for teaching graphing – this was achieved by embedding graph interpretation skills into their program. We also ran a very successful stage 3 Mathematics Field Day with our Community of Schools (COS) primary partner schools. Over 130 primary students from six schools participated.

The Authentic Assessment program once again was a success with many high quality presentations made to the panels of teachers, students and community representatives. See page 15 for an evaluation of this program.

The knitting group of school and community members participated in the ‘Born to Knit’ campaign. They made over 43 rugs for Save the Children.

The school now has a Facebook page maintained by our CLO who also produces a parent newsletter/calendar and manages the school website.

The PSFP’s equity principles underpin the work that has been done at Chatham High School. These have been supporting strongly the ideals that we provide for our students of: ‘A Fair go’, ‘A Fair say’, ‘A Fair share’, and ‘A Fair content’.

In 2012 NAPLAN results our target group of Year 9 showed an improvement in their results by 6% in writing, maintenance in their reading result at the same level and a slip back of 1% in overall numeracy.

Both individual student growth and school growth was above the growth rate for all schools in NSW. A more detailed analysis of Chatham High School’s results may be found on the ACARA website: http://www.myschool.edu.au/.

Peer Literacy Tutoring Program

The Peer Literacy Tutoring Program commenced in Term 2. It was a collaboration between North Coast TAFE – Taree campus and the school. Twenty-five Year 11 students volunteered initially to be trained and to work as peer tutors for Year 7 students.

The aim of the program was to assist the Year 7 students in their transition to high school learning by helping them improve their reading skills and to become more confident and independent learners. Many studies, both in Australia and overseas, report the great benefits of cross-age and one-to-one tutoring which result in both academic and social gains to all students involved.

The year 11 students attended two TAFE training days in Term 2 where they learned skills and strategies to help younger students improve their reading and understanding of different class texts. A few weeks later they met their buddies and commenced working as peer tutors. They were supervised and assessed by TAFE Literacy teacher Kate Fazio. The school coordinator was Judi Wood.

The program ran in the school library on a weekly basis. The classes involved were Mrs Anderson’s geography class and Ms McDonnell’s English class. The Year 11 students were provided with authentic text from class teachers. Skills at
decoding unknown words and gaining meaning from the text as well as fluency are passed on from older student to younger student and the confidence of the younger student grows. Assistance in completing assessment tasks has also been a component of the program.

There were great benefits for the tutors as well as the Year 7 buddies: improving communication and thinking skills; learning new strategies on improving their own reading skills; building self-esteem and confidence; revising subject matter; gaining enjoyment out of helping someone and making new friends.

At the end of the program the sixteen students gained a TAFE Certificate in Peer Literacy Tutoring.

This worthwhile program will continue in 2013.

Senior Curriculum Advantage

The Manning Valley Public High Schools Senior Curriculum Advantage (known as ‘Shared Curriculum’) is a partnership between Chatham, Wingham and Taree High Schools. Senior students are able to select from a broad range of subjects either at Chatham High School or at one of the other ‘host’ schools. In 2012 shared curriculum subjects included: Agriculture, Earth & Environmental Sciences, Legal Studies, Music, and Textiles & Design.

Support unit

The Support Unit provided a comprehensive range of educational programs and services for students with an intellectual disability. Some students have other associated disabilities, that is, physical, sensory, psychiatric and/or behavioural. All students have an Individual Education Program and/or Transition Plan designed in consultation with parents and other relevant agencies where appropriate. One student with major physical disabilities is enrolled in and catered for in mainstream with appropriate caring support. Several students with learning difficulties and/or Asperger’s symptoms were also well catered for and supported through Support Funding.

48 students - 18 mild, 20 moderate and 10 with severe intellectual disabilities were enrolled this year. The Support unit was committed to providing students with the educational opportunities to achieve outcomes that allowed them to transition to a productive, useful and enjoyable life. This was achieved by students improving academic performance, being given access to a range of specialist subjects, involvement in whole school activities and participation in community based programs.

Students’ exceptional efforts in academics, sport and citizenship were acknowledged in the usual way in front of their peers and family during the semester presentation function.

All students had the opportunity to attain a Record of School Achievement (RoSA) and Higher School Certificate credentialing. Ten students attained HSC status and nine completed the Preliminary. Another eight students attained the RoSA. The senior students, their families and staff celebrated their success and school departure at a well-attended function at Taree Ten Pin in December. Year 12 students also attended the Year 12 farewell functions.

Student achievement in 2012

Jeremy Miller was the dux of Year 12. He achieved an ATAR of 89.15. He received band 6 in Mathematics extension 2, band 5 in Chemistry, Industrial Technology (Wood) and band 4 (highest band) in Mathematics extension 1.

Other impressive ATAR ranks included: Kyani McCubbin 88.15; Kayla Smith 87.10; Rachel Webster 86.70 and Iain Wood 83.60.

These students gained university admission to Mechanical engineering, Physiotherapy, Arts/Law; Teaching/Mathematics and Electrical engineering respectively.

Other students gained entry to courses in: Animal Science; Biodiversity & conservation; Communications; Engineering; Law; Nursing; Psychology; Science; Social Work; Teaching (early childhood, primary & secondary); Theatre studies.

Some outstanding HSC results were achieved across a range of subjects. This was reflected in 56 band 6 and 5 results recorded in these subjects: Ancient History, Business Studies, Chemistry, Community & Family Studies, English advanced, English standard, English extension 1, English extension 2, History extension, Industrial Technology (wood), Mathematics 2 unit, Mathematics general, Mathematics extension 2,
Music, PDHPE, Senior Science, Visual Arts. More information is presented later in this report.

Twelve Aboriginal & Torres Strait Islander students completed the HSC. The majority have employment or have enrolled in tertiary education. A stand out student who enrolled in further studies was Trent Boyle.

Trent gained entry to Medicine at the University of NSW by achieving outstanding results in the university’s pre-med program in November-December.

Nineteen Aboriginal & Torres Strait Islander students completed the Preliminary course in Year 11.

The Year 10 RoSA data indicates that student performance is variable and consistent with expectation for the candidature.

Students produced variable performances in NAPLAN. This can be seen in later sections of this report.

Messages

Principal’s message

Welcome to the Chatham High School annual school report for 2012. Our focus continued to be on providing a quality education for all students in an environment that emphasises respect, responsibility and learning.

The achievements of the Chatham High School community were due to the commitment by the staff, students and parents to continue to build a culture of excellence, innovation, opportunity and success.

Examples include:

- the successful formation of the Yr 7 CHACE class
- the ongoing support of the school’s P&C for major initiatives and programs in the school
- the growth achieved by students in the school’s NAPLAN data
- a highly successful transition program that positively connected prospective students, parents and community members with Chatham High School
- an increase in Yr 7 enrolments for the first time in six years
- a renewed professional learning focus in relation to each of the school’s priority areas, with all teachers involved in a team that has responsibility for action planning and implementation monitoring
- sporting success that saw the Open Boy’s Rugby League team and Boy’s Touch football team place first in the Region and fourth in the State in their competitions.

Our thanks go to our community sponsors, Town Head Fruit and Vegetables and Club Taree for their ongoing support of sporting excellence at Chatham High School.

This year has been our second year as a Centre for Excellence. Along with our partner schools in the North Manning Learning Community, we have continued to develop the Middle Years Team initiative that has seen teachers from Chatham High School jointly construct units of learning with their primary colleagues. Innovation in action was again demonstrated through the outstanding work by students and staff in producing the Manning River Times International Youth Day supplement that was published across the Times circulation area.

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.

Willem Holvast

P & C message

We have had another successful year. Thank you to my fellow members and other interested people from the Chatham Community. Our attendance numbers have remained steady, but we always welcome more people to come along and support the P&C. We have been well supported by the attendance of executive and teaching staff throughout the year, for which we thank them for their time.

Activities

The P&C had kindly been asked to attend the school presentation award ceremonies throughout the school year. It has been a great
honor presenting awards to the students who have been recognised in their academic and/or sporting achievements.

Financial
This year the P&C has proudly contributed towards the cost of the following:

- Student Excursion Fund
- Breakfast Program
- Homework Centre
- Supported the Chatham High Open Boys Rugby League team in the University Shield
- Years 7 & 8 swimming program
- New School Mini Bus.

This totals $24,992.00.

Outcomes
The P&C is proud that the monies so vigorously fundraised are now being donated to the school and is contributing to the education and wellbeing of students at Chatham High School.

The P&C would like to sincerely thank Lorraine Wilby, our Canteen Manager, the Canteen staff and volunteers for their wonderful effort during 2012. Without their support and dedication the P&C would not have the funds to donate to the school.

I would also like to thank the Staff and Students at Chatham High for supporting the School Canteen.

Sharon Steadman P&C President

Student representative’s message
Once again the SRC raised funds for local charities and organisations. In doing so we raised over $2000.00. This has been distributed in the local community and to other Australian charities over the past school year.

This year the SRC supported: Wires, the Men’s Shed, Bandana Day, McHappy Day and Ronald McDonald House. Monies raised were from sausage sizzles, a chocolate drive and cake stalls. The SRC members were very proactive in raising money for children in need.

The SRC was involved in: the ANZAC Day march, Legacy badge selling in the Taree CBD and Harrington, organisation of school socials and working in the school gardens which helped beautify the gardens and surrounds.

All SRC members were involved in some capacity in these activities and were given roles that helped all associated with the SRC achieve the best possible outcomes in the area of fundraising. The SRC members learnt to work as a team, to organise and budget, speak in public, and create advertising and flyers that promoted their activities. This gave them confidence in all aspects of leadership.

The SRC had a busy and productive year and hopes that 2013 will be another prosperous year in fundraising.

Rebecca McGuire and Zac Sheather School Captains 2012 and Mrs Rhonda Farley SRC Coordinator
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.

Student enrolment profile

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Student attendance profile

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Management of non-attendance

- Students with less than 85% attendance are interviewed by their Year Adviser, Head Teacher Welfare or relevant stage Deputy Principal.
- Management of non-attendance continues.
- Students are interviewed by their Head Teacher Welfare or relevant stage Deputy Principal.
- Further contact is made directly with parents/carers where there are concerns about the student’s pattern of attendance.

Post-school destinations

Twenty six or 59% of the ATAR eligible students gained university entry to a range of courses. See page 3 above. This is slightly less than one third of the total HSC student cohort.

Year 12 students undertaking vocational or trade training.

Fewer students accessed TAFE courses this year compared to previous years - 26 Year 11s and 20 year 12s. This in part, could be attributed to the inclusion of a new Frameworks course in Construction commencing at CHS in 2012. Two teachers participated in training for VET Construction and VET Retail. Five students have commenced Stage 6 Hospitality in Stage 5 at school. Eleven Stage 5 students have commenced a range of Stage 6 courses at TAFE.

- Year 12 students attaining HSC or equivalent vocational educational qualification.
- 100% of students attained the HSC in 2012. See above.

Staff information

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

Staff changes occurred in a number of areas in the school:

- Deputy Principal National Partnerships/Equity & Stage 6 – Mr Christopher Abbott completed his two year period in this role.
- English - Mrs Lynne Murphy announced her intention to retire early in 2013; Mrs Hayley Maxwell took maternity leave and was replaced by Mr J Lukeman and Ms T Jones.
- Human Society and its environment (HSIE) – Mr Bruce Field retired.
• Library – Ms Susan Schneider was appointed through the merit selection process as the Teacher-Librarian.

• Mathematics – Mr David Edwards announced his intention to retire early in 2013. Mr Tony Kingston and Mr Anthony Martin were appointed through the merit selection process to vacant positions.

• Science – Ms Bharti Joon was appointed to a vacant position.

• Technology – Mr Kim Hilton retired.

Staff establishment

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<td>Deputy Principal(s) (2@0.5)</td>
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<td>Classroom Teachers</td>
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<td>Careers Advisor</td>
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<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Learning and Support Teacher</td>
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<td>School Administrative &amp; Support Staff</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school has the following Indigenous staff:

• Two Aboriginal teachers.
• One Aboriginal Education Officer.
• One Aboriginal Community Engagement Officer.
• Four Aboriginal class tutors.

Staff retention

Retention of staff is very high. Our school has a very experienced staff, some of whom have been in the school for greater than 15 years. However, a significant turnover of staff has begun as many teachers reach retirement age. There are now six early scheme teachers on the staff.

Teacher qualifications

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

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<th>Qualifications</th>
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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.

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Expenditure

| Teaching & learning                | 115550.74  |
| Key learning areas                 | 35933.14   |
| Extracurricular dissections        | 93317.79   |
| Library                            | 9271.40    |
| Training & development             | 40.00      |
| Tied funds                         | 778433.08  |
| Casual relief teachers             | 168634.14  |
| Administration & office            | 148513.36  |
| School-operated canteen            | 0.00       |
| Utilities                          | 139374.92  |
| Maintenance                        | 43689.25   |
| Trust accounts                     | 21408.17   |
| Capital programs                   | 0.00       |
| Total expenditure                  | 1554165.99 |
| Balance carried forward            | 354129.56  |

A full copy of the school's 2012 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Chatham High School achieved quality performances at the local, district, regional and state levels. Outstanding performances came from both individuals and teams.

Achievements

Arts

Debating was enjoyed by students in Year 7. A team was entered in the Premier’s Years 7 and 8 debating competition. The debaters were: Makensie Doran, Caitlin Dening, Madi Moriarty, Isabella Stuart,
The Debater/Public Speaker of 2012 and winner of the HT English perpetual trophy was Madi Moriarty (Year 7) who successfully represented the school in the NSW Junior Public Speaking Competition, presenting both a prepared and an impromptu speech, and the Year 7 debating team. She also bravely presented her prepared speech to the whole staff at a meeting after school.

Taree Rotary Public Speaking competition was participated in once again with Ashleigh Spekking (Year 11) and Kaila Jobson (Year 10) successfully representing the school.

Taree Eisteddfod provided opportunities for our students to demonstrate successful drama performances. This was the case for many Years 9, 10 and 11 students both individually and as a group. Outstanding results were achieved by:

- **Year 12**: First - Tamara Dargan (dramatic excerpt); First - Tiffany Farrell (dramatic excerpt); First - Tanya Minett, Marie DeSousa, Mariah Crompton, Jessica Fraser and Victoria Haddon (unscripted drama);
- **Second** - Tanya Minett (dramatic excerpt);
- **Highly Commended** - Natalie Pearson and Kayla Edwards (duologue);
- **Year 11**: Highly commended - Nadeen Bayliss (dramatic excerpt);
- **Year 10**: Highly commended - the whole class (play building);
- **Year 9**: First - Meg Christensen, Samantha Selby, Rachel Austin, Nina Tisdell and Josh Stuart (unscripted drama);
- **Second** - Kira Potts, Charity Booker, Allana Payne and Teah Henshaw (unscripted drama);
- **Second** - Abbie Bryant and Bianca Hardes (dramatic duologue);
- **Highly Commended** - Sharna Drury and Laura Mills (dramatic duologue); and
- **Highly Commended** - the whole class (one act play).

Year 8 Visual Arts students created and donated three sea themed murals to the Valley Industries skills for life program.

Music

Vocal Group was the year’s focus of the music staff. Helen Monkton and Cate McGilvray met with 16-20 students from Years 7-12 every Monday and Thursday at lunch. The group competed in the Taree Eisteddfod singing ‘Black Bird’ and ‘The Rhythm of Life’ and were Highly Commended for their performance.

Keisha Moy won the U12s aggregate prize at the Taree & District Eisteddfod. She was also chosen as part of the North Coast talent identification program. She performed at the North Coast Quality Teaching conference held at Coffs Harbour in March.

Victoria Bell won the Mid Coast Water award at the Taree & District Eisteddfod and a highly commended for her performance in the song in costume section.

Variety Night was held at the end of Semester one. A number of students from Years 7-12 performed musical items, sang, danced and acted. A second night was held in late October with representation from Years 7-11.

Steffanie Ross performed at Manning Gardens Pre-School opening. She played some contemporary and classical pieces on the piano as people were arriving and leaving the ceremony.

Special visits to our school from Terry Murray and Gillian Eastoe and their show ‘Sounds like Rock’. 150 students from Years 7 - 12 attended the performance and were overwhelmed by the music that was played. This was a fantastic performance enjoyed by all.
Twenty students from Year 7-10 attended a drumming workshop in Port Macquarie. This was an initiative by the DEC Arts Unit. These students had the opportunity to perform as part of a larger ensemble later.

A group of students travelled to Sydney to view a performance of ‘School Spectacular’ at the Entertainment Centre.

Seven Year 12 music students attended a music workshop at Great Lakes College which was led by HSC music markers. This gave the students feedback and advice for their HSC music exam. Eleven students did HSC music this year.

**Sport**

In school the splitting of sport in the timetable over two afternoons proved to be quite challenging. Organisationally, this meant clashes with other schools for the use of some sporting venues and the unavailability of some staff to cover sport. In 2013 Year 7 will undertake integrated sport organised through PD/H/PE. Year 8 sport will be run by a staff member with the assistance of the Year 12 Sports Coach students. Stage 5 sport will run at the same time as Year 8.

Participation in external competitions was once again strong with seventeen teams entered in the NSW Combined High Schools competitions.

The most notable performance was the Open Rugby League team who were defeated in the state semi-final by Tumut HS. This was our best result in this competition for fifteen years.

Other successes were recorded by the Open Boys Touch Football team who were Hunter regional semi-finalists and the Open Girls Touch Football team were in the region’s final sixteen.

School carnivals were run successfully in swimming and cross country. Unfortunately, our athletics and the zone athletics were both washed out.

Year 10 students participated in the Gala Rugby League feeder schools day which helped to support the transition program between our school and the COS.

**Individual highlights included:**

- Zac Sheather NSW CHS Open Boys Cricket.
- Grace Jennings NSW Open Girls Water Polo.
- Kyani McCubbin NSW and Australian U18 Indoor Cricket team.

The school sports organisers acknowledged the interest and support of staff, parents and students in their support of sport.

**Other**

The Manning River Times supplement was undertaken very successfully this year with the Year 7 CHACE class taking on the responsibility for its entire production.

The Careers Expo once again brought together many tertiary institutions and organisations. It mounted an effective information base for many school and students on the mid north coast. Year 10 students acted as ambassadors on the day. Hospitality teachers and students catered. They provided excellent food for all the visitors.

Show teams displayed cattle at various agricultural shows throughout the area.

**Academic**

**Progress in reading**

In Year 9 Reading 56% of students achieved at or above the National Minimum Standard (NMS). This was below the target of 60%. There was, however, 8.3% growth above the state. In Year 9 Writing 43% of students achieved at or above NMS. This exceeded the target by 1%, an increase of 9%. ATSI students improved their Reading NMS by 8.5% and Writing NMS by 7% both slightly under the targets.

**Progress in numeracy**

In Year 9 Numeracy 54% of students achieved at or above NMS This was below the 60% target. 22.2% of ATSI students achieved at or above the NMS This was well below the target of 40%.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.
**Higher School Certificate**

The information provided below is limited to the thirteen HSC subjects/courses at Chatham High School in 2013 which had ten or more students in them.

There were twelve other subjects/courses examined this year with student numbers ranging from one to nine in them.

Seventeen of the subjects/courses examined had students achieving in the top two bands, 5 and 6.

A total of six band 6 results and fifty band 5 results were achieved.

The term SSG refers to the group of Statistically Similar Schools when compared to Chatham High School.

Overall, Chatham High School students performed very well, compared to Statistically Similar Schools.

Ancient History is well above the SSG, the school average and the state. There were two band 6 results.

Biology is the same as the SSG but below the school average and the state.

Chemistry is above both the SSG and the school average but below the state.

Community and Family Studies is above the school average, well above the SSG and the same as the state.

Drama is below the school average, SSG and the state.

English (Advanced) is above SSG, below school average and significantly below the state. There were two band 5 results.

English (Standard) is well above the SSG, well above the school average and the same as the state.

General Mathematics is above the SSG, below the school average and below the state.

Hospitality Examination is above the SSG, above the school average and the same as the state.

Industrial Technology is below the SSG, the school average and well below the state.

Music 1 is below the SSG, the school average and well below the state.

PDHPE is well above the SSG, below the school average and below the state.
Senior Science is slightly below the SSG, below the school average and well below the state.

Significant programs and initiatives

Aboriginal education

In 2012, Aboriginal education perspectives continued to be embedded in the school’s teaching and learning programs and the School Management Plan. The Aboriginal Education Team liaised with each of the Key Learning Area (KLA) Head Teachers to ensure these perspectives are addressed in an effective manner. The Aboriginal Education Team has worked in consultation with the School’s senior executive to ensure the success of Aboriginal education programs in the school.

Chatham High School also hosts a significant number of successful and effective programs that directly support Aboriginal students and education.

These included:

- Norta Norta in class tutor program providing literacy and numeracy support for identified students in Years 8 and 10.
- Norta Norta senior tuition program providing support with class work, assessment tasks and engagement with learning for identified students in Stage 6.
- The Norta Norta ‘Learning Hub’, an after-hours homework centre, operated successfully on Mondays and Thursday afternoons from 3.30 – 5.15pm.
- NAIDOC day was recognised through a whole school assembly, featuring cultural performances of dance and music. Students also accessed bush tucker and games. The community was actively involved in the day.
- Language program. This involved learning Gathang, the local language, for Years 7 – 10 students
- ‘Strong Sister’ girls’ program. This program was to assist the Year 7 students during their transition to high school. The program was also designed to develop the leadership skills for Year 11 students.
- ‘Through our eyes’, a self-esteem and self-awareness program for Stage 4 and 5 students.
- ‘Yarning Circle’, a program for cultural awareness and significance.
- Peer Literacy training for senior students who support Year 7 with reading.
- Students participated in ‘Deadly Days’ were held at Port Macquarie for Years 7 – 12.
- Aboriginal student leaders were identified and trained in a range of leadership skills and strategies to assist in providing a voice for all Aboriginal students at the school.
- Students Rasheem Clarke, Zac Gibson, Danielle Ritchie Paige Connelly and Tannika Kent commenced school based traineeships.
- Brospeek training was undertaken by Craig Mitchell and Matt Mitchell aimed at improving male student retention. It is a program of cultural awareness and support and has been adopted for implementation at Chatham High School in 2013.
- A Community Gala day was held in Term 4 for primary and secondary Aboriginal students, parents, community members and staff from Chatham High School and feeder primary schools.
- Aboriginal education continues to be a vibrant and essential aspect of the life of Chatham High School.
Multicultural Education

While Chatham High School does not have an identified multicultural enrolment, perspectives of multicultural education are embedded into teaching and learning programs, particularly in relation to tolerance between races and ethnic groups. This is linked directly to the core value of respect.

National Partnership Programs

Reference has already been made to National Partnerships on pages 1, 12f and 16f of this report.

National Partnership programs underpinned all significant areas in the school management plan. Changes were identified in the following areas:

- The success of the Stage 4 learning Centre and management of student behavior.
- Head Teacher release time to facilitate staff mentoring, support program development, student performance monitoring and enhanced use of data.
- Boosting the school profile amongst its Community of Schools.
- Engaging in more 21st century learning practices.

Other programs

Careers at Chatham High School

Chatham High has a very comprehensive, integrated and dynamic Career Education Program. The program engaged students and helped plan their transition from school to work. Our programs have been recognised many times as best practice programs. Our community contacts were very strong and comprehensive. Every student was given strong careers support.

A website that is comprehensive and allows students, parents and teachers to access resources and keep up to date with the latest events was maintained. See the link below

http://www.chatham-h.schools.nsw.edu.au/careers

Activities for 2012 included

Career Lessons - Year 9 & Year 10 did carefully structured lessons to help them in areas such as applying for part time jobs, investigating career options, tertiary courses of study available, choosing subjects in the senior school, applying for and going for jobs.

Taree Career Expo - The Expo was held at Chatham High School again and featured a balance of 60 representative groups from universities, TAFE, training institutions and employers such as the Defence Forces, Police Force. This expo was recognised as one of the best in the state. See the website for more details. All our local schools strongly supported the Expo.

Courses – have been conducted previously in First Aid, Occupational Health & Safety Courses for Building Trades and the RSA and RCG courses to assist our Year 12 students to get part time jobs whilst doing tertiary studies. This year only the OH & S course ran but all three courses will run in 2013.

Excursions – we ran many Careers related excursions, often shared with other local public schools. This year excursions included Newcastle University Open Day, Macquarie University Visit day, Health Careers Forum, Port Macquarie & Taree Job Expos.

Career Support Program - This was a program where 20 leaders from the extension class in Year 9 were trained to run students through the ‘Career Builder’ and ‘My future’ programs under the supervision of the Careers Adviser. This was a very efficient means of getting all students through the program and giving them maximum support and help. The Career Builder program was actually a comprehensive school to work plan. Follow up interviews occurred to reinforce support available.

Career Interviews – students undertook structured career interviews at important stages throughout Year 10, 11 & 12. Sometimes panels of staff were involved to give students additional support, for example, the Year 10 subject selection process and monitoring early in Year 12. Thanks to Mrs Beckett, Mr Bourke, Mr Abbott, Mrs Anderson, Ms Ballard and Ms Owen respectively.

School to Work Planning – all students in Years 10, 11 & 12 undertook a comprehensive school to work planning process to help them with their futures.
Traineeships – we had many school based trainees and apprentices at the school and at one stage had the most trainees on the North Coast. Traineeships were an important way of giving students practical experience and training in the job market. Traineeships included: Retail, Nursing, Childcare, Hospitality, Business Services, Banking, Building, Metals, Hairdressing & Beauty Therapy.

Guest speakers/seminars – a variety of speakers are invited, and seminars and workshops to assist students in their decision making were held. This year they have included: university talks from Southern Cross, UNE, Charles Sturt, Newcastle University, Macquarie University, Health Sciences Seminar, Engineering Seminar, Department of Human Services, and Defence Forces.

Resume Help – students had resumes ‘made for them’ to help with jobs applications, scholarships and interviews. Funding was provided through National Partnerships to assist students from Years 9, 10, 11 & 12. As a result students have been very successful in gaining additional part time jobs, full time jobs, scholarships for universities and special work experiences. Resume examples and templates were also placed on our website.

Newsletters – Year 10, 11 & 12 had a newsletter of career events emailed to them almost every week to keep them informed on all career happenings.

Hall of Fame – this was a new addition to our school in 2012. The Hall of Fame recognises significant achievement from our past students. The Hall was an initiative of Chris Abbott Deputy Principal National Partnerships/Equity & Stage 6. By recognising past achievement we hoped to motivate our present students and help them to realise what they can achieve in life. This was an ongoing program that has been supported by the National Partnerships Program. Past famous students include: Dr. Ken Henry (former Head of Treasury and in charge of the White Paper on the Asian Century), Troy Bayliss (former world motorcycle champion) Elizabeth Hayes (60 Minutes journalist) and several university professors.

Griffin Project – Our emblem is the Griffin. In fact many elite colleges, universities and schools around the world also used the griffin as their emblem. This project was a means of strengthening school pride. The project involved the design and purchase of a beautifully carved white marble griffin that stands proudly in our front garden. Students have been reminded of the qualities of griffins that they may use in their future lives. Qualities include: courage, strength, intelligence and determination. Year 12 students, staff and the community were involved in funding the project and this brought everyone together and reinforced school pride.

Learning Support

The Learning Support Team (LST) has supported students with special needs throughout 2012. Referrals were made by parents, classroom teachers and executive staff which lead to the development of plans that were implemented through the team. The LST is comprised of: Deputy Principal Stage 4, Deputy Principal Stage 5, Head Teacher of Welfare, School Counsellor, Learning Assistance Support teacher(s) with the addition, this year, of the newly appointed School Learning Support Officer, Mr Nathan Paff.

The LST meets weekly and addresses students’ specific learning, social and/or behavioural needs. The team provides support for students by referring or applying to programs such as Royal Far West, Centre for Effective Reading, Distance Education and mental health referrals. The School Learning Support officer has successfully introduced a pastoral care, social skills program with stage 4 classes. Individual education and health plans have been developed and stored digitally by the LASTs.
School Learning Support Officers (SLSOs) supported teachers in a range of areas assisting students with diagnosed disabilities. They assisted with behavioural modification and individual academic tuition within the classroom environment. 2012 saw the SLSO program support over 60 students. Levels of funding and support have been prioritised by the DEC with approximately 15 students received specific funding. Supplementary additional funding was allocated to the school this year to support as many students as possible at the discretion of the Principal. SLSOs are employed by the school on a merit basis having undertaken training in behavioural, academic and social strategies.

Progress on 2012 targets

Literacy

In Year 9 Reading 56% of students achieved at or above the National Minimum Standard (NMS). This was below the target of 60%. There was, however, 8.3% growth above the state. In Year 9 Writing 43% of students achieved at or above NMS. This exceeded the target by 1%, an increase of 9%. ATSI students improved their Reading NMS by 8.5% and Writing NMS by 7% both slightly under the targets.

Numeracy

In Year 9 Numeracy 54% of students achieved at or above NMS. This was below the 60% target. 22.2% of ATSI students achieved at or above the NMS. This was well below the target of 40%.

Engagement retention and attendance – Stage 5 to 6 (Year 10 to Year 11) retention target was 51% but the actual transition was 89.47%. This significant increase reflected the variety of curriculum opportunities available to Stage 6 students. The impact of the NMLC amongst our COS and the success of the CHace class contributed to more stable enrolments in Year 7 with a significant improvement forecasted for 2013. Overall, attendance for Years 7-10 remained a concern with a 79.7% attendance rate indicated towards the end of Term 1. Levels of school suspensions and expulsions were reduced. There were 129 short suspensions and 70 long suspensions compared to 155 and 72 respectively in 2011. There were four expulsions compared to one in 2011.

Aboriginal education

Increases in attendance and participation of students Years 7-12 have been noted.

Teacher Quality – teacher observations of other teacher’s teaching has increased but not the actual ‘scoring’ of these observations as indicated in the target. Significant levels of teacher professional learning have been undertaken. Participation in NSWIT accredited leadership programs grew by 100%.

Connected learning – the target was not met. Surveys indicated that 85% level of student technology usage and 75% level of staff usage. 50% of staff participated in professional learning related to this.

School priority 1 Literacy

Outcomes for 2012–2014

1. Enhance quality teaching practices of the whole school to improve student achievement in Literacy and Numeracy.

2. Diminish the gap between the school’s performance, NCR regional targets and state targets for NP/PSFP Schools in NAPLAN results for: Reading, Writing, and Numeracy.

2012 Targets to achieve this outcome include:

Year 9 students achieving above minimum standards will be:

- 60% in NAPLAN Reading - a 4% increase from 56% in 2011.
- 42% in NAPLAN Writing - an 8% increase from 34% in 2011.

Year 9 Aboriginal students achieving above minimum standards will be:

- 49% in NAPLAN Reading - a 10% increase from 39% in 2011.
- 24% in NAPLAN Writing – a 10% increase from 14% in 2011.

Strategies to achieve these targets include:

- Used SMART data to identify students needing support.
- Reading programs for staff and students implemented.
• Writing programs for students introduced.
• Whole school literacy approach followed.
• Writer-in-residence program used.
• MULTILIT program implemented.

School priority 2 Numeracy
Outcomes for 2012–2014
1. Enhance quality teaching practices of the whole school to improve student achievement in Literacy and Numeracy.
2. Diminish the gap between the school’s performance, NCR regional targets and state targets for NP/PSFP Schools in NAPLAN results for Reading, Writing, and Numeracy.

2012 Targets to achieve this outcome include:
• 60% of Year 9 students will achieve above minimum standards in NAPLAN Overall Numeracy - a 5% increase from 55% in 2011.
• 40% of Year 9 Aboriginal students will achieve above minimum standards in NAPLAN Overall Numeracy - a 10% increase from 30% in 2011.

Strategies to achieve these targets include:
• Taught stage 4 about graphs/timelines.
• Used SMART data to identify students needing support.
• Quick Smart program implemented.
• Numeracy in Action program undertaken.
• Improvements made to the Stage 4 Mathematics program.

School priority 3 Engagement, attainment and retention
Outcomes for 2012–2014
1. Students access a broad and differentiated curriculum with a focus on higher achieving students.
2. Increase school completion rates and attainment.
3. Identify and promote best practices for stage 3-4 transition.

2012 Targets to achieve this outcome include:
• Increase our retention (stage 5 to 6) by 0.7% from 50.3% in 2011 to 51% in 2012.
• Increase enrolments by 10% from COS from 70% in 2011 to 80% in 2012.
• Increase 7-10 attendance by 0.1% from 85% in 2011 to 85.1% in 2012.
• Increase 11-12 attendance by 0.1% from 85.3% in 2011 to 85.4% in 2012.

Strategies to achieve these targets include:
• Identified role models from past to motivate and mentor Stage 6 through the ‘Hall of Fame’.
• Developed study skills programs.
• Supported transition Stages 5 -6.
• Behaviour management implemented.
• Curriculum review Stages 4 and 5 undertaken.
• Improved communication with parents about attendance.
• Developed transition programs Stage 3 to 4.

School priority 4 Aboriginal education
Outcome for 2012-2014
1. Increase school completion rates and attainment.
2. Develop quality partnerships between home, school and community.

2012 Targets to achieve this outcome include:
• Increase Years 7-10 attendance by 0.4% from 74.6% in 2011 to 75% in 2012.
• Increase Years 11-12 by 0.3% from 75.7% in 2011 to 76% in 2012.

Strategies to achieve these targets include:
• Maintained Stage 4 Learning centre.
• Appointed NP Aboriginal education facilitator.
• Strengthened student-mentor relationships.
• Developed parent and community relations.
School priority 5 Teacher Quality

Outcomes for 2012-2014

1. Develop professional teaching practice that supports quality teaching.
2. Increase access to support teacher professional accreditation.
3. Build capacity of leaders and aspiring leaders to lead change.

2012 Targets to achieve this outcome include:

- Increase participation in TPL by 90% which focuses on the teacher’s classroom performance by scoring each teacher’s lesson/s from 10% in 2011 to 100% in 2012.
- Increase participation in TQ TPL by 20% from 0% in 2011 to 20% in 2012.
- Increase participation in NSWIT accredited leadership training programs by 15% from 5% in 2011 to 20% in 2012.

Strategies to achieve these targets include:

- Developed leadership capacity.
- Executive released to support faculty quality teaching by modeling sound classroom practice and program development.
- NSWIT accreditation programs implemented.
- QT coding and observation linked to TARS.
- Joint TPL within COS.
- Used SMART/RAP data.
- Differentiated curriculum.
- DP National Partnerships/Equity Programs embedded NP/PSFP management, monitored HT release, C4E HAT and paraprofessional.

School priority 6 Connected Learning

Outcomes for 2012-2014

1. Strengthen the use of new technologies through TPL.
2. Enhance access to interactive technologies.
3. Students and teachers access and use technology in the classroom.

2012 Targets to achieve this outcome include:

100% of students and teachers accessed and used technology in teaching and learning across the whole school.

Strategies to achieve these targets include:

- Revised use of DER laptops.
- TPL on one note and other programs implemented.
- Increased access and use of IWBs in Years 7 and 8.
- Managed, supported and developed technology implementation.
- Identified preferred data storage site.
- eBooks to support reading.
- Purchased computers for use in Year 7 CHACE class.

School Evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of the Positive Behaviour for Learning (PBL) and the Authentic Assessment Program (AAP).

Positive Behaviour for Learning (PBL)

Background

The Positive Behaviour and Learning team was formed in Term 1, 2011 and continued throughout 2012. Representatives from various local schools attended professional development training hosted by the North Coast Region Department of Education and Communities. Our team consisted of teachers and executive staff representing all faculties in the school. Meetings were held on a bi weekly basis throughout the year.

Findings and conclusions

Teachers were surveyed to find out what the priority areas for this program should be. The results were: whole school - movement and assemblies. Assemblies, and in particular Monday muster, was chosen as a focus for the PBL team as there was a clear need for the teaching of
explicit strategies in this area. Students and teachers were taught a new method of roll marking, with the result that behaviour on Monday morning musters improved. Year 7 students were also explicitly taught the expectations for different playground areas and other students were involved in the teaching of expected behaviours.

Clearer identification of playground areas and directions in movement were also undertaken in the second half of the year.

Future Directions

Authentic Assessment Program (AAP)

Background

The Authentic Assessment Program was introduced to the school a number of years ago by Mr Chris Abbott then Head Teacher English. It grew out of the need to give students the opportunity to share their learning successes and failures with major assessment tasks during Year 10, particularly their English Major Work. This was presented in an interview setting to a panel of a community representative, a Year 9 student and a staff member. Its success has influenced the application of the process to Year 7 CHACE class this year. The program has been taken up by Wingham HS as a result of the success achieved at Chatham High School.

Findings and Conclusions

The program involved over a 120 people in a two day program of presentation and interview. 92% of the panelists and 87% of Year 10 respectively rated the Authentic Assessment Program as “a very useful program” and “a great experience for all”.

All participants believed that the Authentic Assessment Program provided:

- a positive showcase for students and school;
- a great opportunity;
- an enjoyable experience;
- for the development of confidence;
- a good job interview experience;
- a chance to show others what I can do;
- an opportunity for meeting new people; and
- one of the most valuable experiences and programs providing opportunities for students to: showcase their skills to the community; refine their skills; their communication repertoire and achieve pride.

In 2013 we will continue and maintain the Authentic Assessment Program with Year 10 and extend it to all Year 7 and Year 8 CHACE classes.

Parent, Student and Teacher Satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. These were sought through the P&C and SRC. Other opinions were provided through written, electronic and oral communication means directly to the principal, senior executive and other staff.

Professional Learning

A commitment to regular learning opportunities delivered through the school structure of staff, team and faculty meetings provided opportunities for professional learning. All staff members were participants in one of the six teams which reflected the school’s priorities.

PL was supported by extensive funding drawn from DEC TPL funding, the Digital education revolution, National Partnerships, PSFP and the C4E. VET staff upgraded their qualifications and additional staff received specific vocational training.

This meant that 100% of staff participated in professional learning. In recognition of this teaching and non-teaching staff were awarded the Certificate of Professional Learning at the end of the year.
School planning 2012—2014

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

School Priority 1 Literacy

Outcomes for 2012–2014

• Enhance quality teaching practices of the whole school to improve student achievement in Literacy and Numeracy.

• Diminish the gap between the school’s performance, NCR regional targets and state targets for NP/PSP Schools in NAPLAN results for Reading, Writing, Numeracy.

2013 Targets to achieve this outcome include:

• Increase in the number of Year 9 students achieving above minimum standards for reading in NAPLAN by 4% from 56% in 2012 to 60% in 2013.

• Increase in the number of Year 9 students achieving above minimum standards for writing in NAPLAN by 4% from 43% in 2012 to 47% in 2013.

• Increase in the number of Year 9 ATSI students achieving above minimum standards for reading in NAPLAN by 7.5% from 37.5% in 2012 to 45% in 2013.

• Increase in the number of Year 9 ATSI students achieving above minimum standards for writing in NAPLAN by 7% from 21% in 2012 to 28% in 2013.

Strategies to achieve these targets include:

• Using SMART2 data to support Year 7, 8 and 9 students in literacy learning.

• Provision of programs and resources to support reading for students.

• Professional learning and training.

• NAPLAN awareness.

• Writing programs.

• Implementing whole school literacy plan.

• Writer-in-Residence.

• Reading recovery programs, such as, MULTILIT.

School Priority 2 Numeracy

Outcomes for 2012–2014

• Enhance quality teaching practices of the whole school to improve student achievement in numeracy.

• Diminish the gap between the school’s performance, NCR regional targets and state targets for NP/PSP Schools in NAPLAN results for numeracy.

2013 Targets to achieve this outcome include:

• Increase in the number of Year 9 students achieving above minimum standards for numeracy in NAPLAN by 6% from 54% in 2012 to 60% in 2013.

• Increase in the number of Year 9 ATSI students achieving above minimum standards for numeracy in NAPLAN by 7.8% from 22.2% in 2012 to 30% in 2013.

Strategies to achieve these targets include:

• Implementing whole school numeracy action plan.

• Using SMART2 data to identify Years 7, 8 and 9 students needing support in numeracy.

• QuickSmart program.

• Continue improving Stage 4 Mathematics program.

School Priority 3 Engagement, Retention & Attendance

Outcomes for 2012–2014

• Students access a broad and differentiated curriculum with a focus on higher achieving students.

• Increase school completion rates and attainment.

• Identify and promote best practices for Stage 3-4 transition.
2013 Targets to achieve this outcome include:
- Increase Stage 5 to 6 retention rate by 3.1% from 58.9% in 2012 to 62% in 2013.
- Increase enrolment from Community Of Schools by 10% from 80% in 2012 to 90% in 2013.
- Increase Year 7-10 attendance by 2.3% from 79.7% in 2012 to 82% in 2013.

Strategies to achieve these targets include:
- Identifying role models from previous student cohorts to mentor current stage 6 students.
- Developing study skills programs for all stages
- Stage 5-6 transition.
- Revisiting behaviour management plan.
- Curriculum review.
- Improving communication and participation with parents and community about school life, especially attendance.
- Further development of Transition programs.
- MC class establishment.

School priority 4 Aboriginal Education

Outcomes for 2012–2014
- Increase school completion rates and attainment.
- Develop quality partnerships between home, school and community.

2013 Targets to achieve this outcome include:
- Increase Years 7-10 attendance by 5% from 75% in 2012 to 80% in 2013.
- Increase Years 11-12 attendance by 4% from 76% in 2012 to 80% in 2013.
- See Literacy and Numeracy targets, above.

Strategies to achieve these targets include:
- Aboriginal Education Program Support.
- Strengthening student-mentor relationships.
- Developing student, parent and community relations.

School Priority 5 Teacher Quality

Outcomes for 2012–2014
- Develop professional teaching practice that supports quality teaching.
- Increase access to support teacher professional accreditation.
- Build capacity of leaders and aspiring leaders to lead change.

2013 Targets to achieve this outcome include:
- Increase participation in TPL from 10% in 2012 to 100% in 2013 through the TARS process.
- Increase participation in TQ TPL by 30% from 20% in 2012 to 50% in 2013.
- Increase participation in NSWIT accredited leadership training programs of staff by 20% from 10% in 2012 to 30% in 2013.
Strategies to achieve these targets include:

- Participating in DEC professional learning for leaders/aspirational leaders.
- QT coding, observation and evaluation linked directly to the TARS process.
- Continuing to use SMART/RAP data to clearly identify needs and trends.
- Differentiated curriculum TPL opportunities.
- Continuing Deputy Principal Equity Programs position.

School priority 6 Connected Learning

Outcomes for 2012–2014

- Strengthen the use of new technologies through TPL.
- Enhance access to interactive technologies.
- Students and teachers access and use technology in the classroom.

2013 Targets to achieve this outcome include:

- Increase student DER laptop usage by 5% from 85% in 2012 to 90% in 2013.
- Increase staff DER laptop usage by 20% from 75% in 2012 to 95% in 2013.
- Increase faculty IWB access by 20% from 50% in 2012 to 70% in 2013.

Strategies to achieve these targets include:

- Revising use of DER laptops and providing whole school implementation and expecting increased usage of them.
- Maintaining TPL on OneNote, DER laptop and other relevant programs.
- Increasing access and use of IWBs and connected learning devices for Year 7 and 8 students to use in class.
- Managing, supporting and developing technology implementation in school.
- Identifying preferred storage site for teaching and learning programs - Moodle and Millennium.

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 out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: