Our school at a glance

Students
Our school is a proudly comprehensive and inclusive public high school. In 2013, 631 students were enrolled including 47 students in our Support Unit. 23% of all students are from Aboriginal and Torres Strait Islander background.

Staff
Chatham High School has a very experienced and committed staff. In 2013 our staffing entitlement was 57 teaching staff, including school executive, and 16 non-teaching assistants and officers. A number of our teaching staff retired during 2013. 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, student support officers, a general assistant, a farm assistant and educational tutors.

Principal’s message
Welcome to the Chatham High School annual school report for 2013. Our focus remains on providing a quality education for all students in an environment that emphasises respect, safety, responsibility and learning.

I am proud of the achievements of our students in 2013, which were due to the commitment of our staff and the expectations of our parents to continue to build a culture of excellence, innovation, opportunity and success.

In 2013, the school has witnessed
- the development and growth of the successful Yr 7 CHACE class, as well as the extension of the CHACE class model into Yr 8
- the ongoing support of the school’s P&C for major initiatives and programs in the school
- continued achievement by students as measured in growth in the school’s NAPLAN data
- an increase in Yr 7 enrolments due to the highly successful transition program that positively connected prospective students, parents and community members with Chatham High School
- 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

2013 has been our third 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.

All students and staff enjoyed the live performance in the MPC by students involved in the intense poetry workshop with visiting artist Luka Lesson (National Slam poet and ‘hip hop’ artist).

Innovation in action continues to be 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. Proceeds from the sale of advertising was donated to the Taree Women’s and Children’s Refuge to purchase computers for the refuge.

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, Principal

P & C message
The Parents and Citizens Association at Chatham High School has had a successful year. Thank you to my fellow members and other interested people
from the Chatham Community. Many thanks to those members who took on a role as office bearer. Your support is greatly appreciated. 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.

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

Members of the P&C have also been involved in Merit Selection Panels throughout the year, representing the parents in selecting new staff for Chatham High. It has been an honour to participate in such an important process and an important way for parents to be involved in selecting the best possible candidate for the various positions that came available in 2013.

This year the P&C has proudly contributed towards the cost of the following:
- Breakfast Program
- Homework Centre
- Years 7 and 8 swimming program
- School Jumper Subsidy Program

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.

On the agenda for 2014 is the School’s mini bus. The ground work for this project has been done throughout 2013 and we are hoping to donate a substantial amount of money towards the purchase of a bus for the students of Chatham High.

The P&C would like to sincerely thank Lorraine Wilby, our Canteen Manager, the Canteen staff, Sandra Cane and Karen Rojo, plus the volunteers for their wonderful effort during 2013. 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**

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**Student representative’s message**

Once again the SRC raised funds for local charities and organisations.

In doing so we raised over $2,000.00. 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 2014 will be another prosperous year in fundraising.

Chatham High School is proud of its student leaders:

**Captains**
- Bradley Chapman
- Ashleigh Spekking

**Vice Captains**
- Christopher Diessel
- Nadeen Bayliss
2013 SRC representatives:

Year 7
- Jesse Arndell
- Griffin Humphreys
- Monica Oschar
- Marylyn Sendah

Year 8
- Samuel Beattie
- Makensie Doran
- Timothy Fletcher
- Loren Isaac

Year 9
- Lesi Hotchkiss
- Aiden Morris
- Kayla Standing
- Cassidy Veitch

Year 10
- Imogen Gunter-Foote
- Georgina Lambert
- Alexandra Sheather
- Tahlia Brett

Year 11
- Jon Dahl
- Tayla Davey-Machin
- Samantha Hamilton
- Daniel Jacobs
- Rheanna Lyall
- Jessica Worth

Year 12
- Sarah-Jane Bowers
- Laura Earl
- Heidi Longworth

Student information

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

Student enrolment profile

Management of non-attendance

During the daily roll marking teachers discuss absences and the requirements for notes to explain absences. Students with three or more consecutive absences have a letter sent home requesting an explanation. Attendance issues are raised regularly with students at whole school and year assemblies. Students with less than 85% attendance are interviewed by their Year Adviser, 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 four or 30 % of students gained university entry to a range of courses. Students gained university admission to courses which included BCriminology/B Law and B Engineering (Chemical)/B Business. Other courses included: Social Work, Engineering, Education, Aged Care, Child Care,
Photo Imaging, Environmental Forensics, Computer Science, Exercise Science, Health and Rehabilitation Science, Animal Science, Natural History Illustration, Visual Design and Business.

**Year 12 students undertaking vocational or trade training**

The number of leavers who gain jobs or find suitable training courses is always very high.

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, Real Estate, Nursing, Childcare, Hospitality, Business Services, Banking, Building, Metals, Hairdressing & Beauty Therapy.

Fewer students accessed TAFE courses this year compared to previous years — 5 Year 10, 21 Year 11s and 10 year 12s. This is mainly due to our population decreasing and the broad range of VET courses that we offer at school. Also by running Maths Life Skills we are better catering for our students and thus they don’t have to seek any alternative course available such as TAFE.

**Outstanding student achievers**

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

100% of students attained the HSC in 2013.

Retention of students from Year 10 through to Year 12 was 69.2%. That was significantly higher than both the School Education Group and the State average.

**Workforce information**

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

**Workforce composition**

<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>3</td>
</tr>
<tr>
<td>Highly Accomplished Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>39</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73.3</strong></td>
</tr>
</tbody>
</table>

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

The school has the following Indigenous staff:
- One Aboriginal teacher
- One Aboriginal Education Officer
- One Aboriginal Community Engagement Officer
- One Aboriginal School Administration Officer
- Four Aboriginal Norta Norta tutors
**Financial summary**

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>354129.56</td>
</tr>
<tr>
<td>Global funds</td>
<td>539985.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>958039.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>175922.55</td>
</tr>
<tr>
<td>Interest</td>
<td>20978.65</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20037.17</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2069093.64</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 102649.36  |
| Excursions                 | 44663.95   |
| Extracurricular dissections| 105971.91  |
| Library                    | 1040.15    |
| Training & development     | 120.00     |
| Tied funds                 | 679417.26  |
| Casual relief teachers     | 146003.46  |
| Administration & office    | 125522.05  |
| School-operated canteen    | 0.00       |
| Utilities                  | 141784.12  |
| Maintenance                | 38280.61   |
| Trust accounts             | 17274.93   |
| Capital programs           | 2963.94    |
| **Total expenditure**      | 1405691.74 |
| **Balance carried forward**| 663401.90  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**School performance 2013**

Chatham High School students have taken up the opportunities offered through participation in a range of curricular and extra-curricular activities and programs.

**Music**

In 2013, curriculum changes meant that all of Year 7 would be studying Music for the entire year. We also welcomed back former Chatham High School student Mrs Laura Saunders as an additional Music teacher to the school.

We also had elective Music classes in Years 9, 10 and 11.

In 2012, the Music Department applied for and received funding from the Australia Children’s Music Foundation (ACMF).

The ACMF, which was founded by musician Don Spencer, recognises the importance of music for young people and provided funding in the form of instruments – we received a class set of ukuleles and a collection of drums – as well as providing a tutor, Michael Eyb, who conducted workshops and worked with Music staff every Thursday morning at the school. This was a very successful program and the students involved included elective Music students, interested students from all years as well as students from the Support Unit.

At the end of the year, the students were involved in a combined schools concert at the Manning Entertainment Centre which was to raise further funds to support the work of the ACMF in our schools.

On Wednesday, 20 of February, Music students from Years 10, 11 and 12 attended a performance at the Glasshouse in Port Macquarie. This performance was presented by 2012 HSC Music students who achieved great results in their Music studies. Former student Cassie Lees represented Chatham High School with a piano solo. Our students enjoyed the concert and were overwhelmed by the standard of performances presented.
Many performance opportunities were provided for students in 2013. There was an Expo night at the start of the year as well as Merit assemblies which were held at the end of each term where musical items were included as part of the program.

**Visual Arts**

2013 saw an increase in the number of students undertaking the HSC course - 3 times bigger than previous years.

Individual student success included Laura Earl’s acceptance at the National Art School for Darkroom Photography.

There was continuation of a range of successful Visual Arts projects, including Pavement Art for Year 9 and various mural projects around the school for beautification of school.

Our Visual Arts students gave back to the local community through the Valley Industries mural project.

**Academic achievements**

**NAPLAN Year 7 – Literacy**

Year 7 students achieving at or above the National Minimum Standard (NMS) in Reading was 73%. In Year 7 Reading student average scaled score growth was 45.4. This was compared to State growth of 49.1.

Year 7 students achieving at or above National Minimum Standard in Writing was 59%. In Year 7 Writing the growth was 2.5. This was compared to State growth at 19.3. Year 7 Girls are 24 scale scores below the state average growth in the test aspect of Writing.

**NAPLAN Year 9 - Literacy**

Year 9 students achieving at or above the National Minimum Standard (NMS) in Reading was 80%. In Year 9 Reading student average scaled score growth was 41.1. This was compared to State growth at 40.3.

Year 9 students achieving at or above National Minimum Standard in Writing was 53%. In Year 9 Writing the growth was 35.6. This was more than double the State growth at 17.5. Year 9 Aboriginal students are 14 scale scores above the state average growth in the test aspect of Writing.

**NAPLAN Year 7 - Numeracy**

Year 7 students achieving at or above National Minimum Standard in Numeracy was 86%. In Year 7 Numeracy the growth was 52.3. This was compared to the State growth at 47.5.

**NAPLAN Year 9 - Numeracy**

Year 9 students achieving at or above National Minimum Standard in Numeracy was 72%. In
Year 9 Numeracy the growth was 39.8. This was compared to the State growth at 41.6.

**Higher School Certificate (HSC)**

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

**Student achievement in 2013**

Sarah Bowers was the dux of Year 12. She achieved an ATAR of 91.30. She received band 6 in Ancient History, band 5 in Biology, Advanced English, English Ext. 1, English Ext. 2, Legal Studies and Society and Culture. Other impressive ATAR ranks include Christopher Diessel at 86.55.

Some outstanding HSC results were achieved across a range of subjects. This was reflected in 29 band 6 and 5 results recorded in these subjects: Ancient History, Biology, Legal Studies Chemistry, Community & Family Studies, English advanced, English standard, English extension 1, English extension 2, Mathematics 2 unit, Mathematics general, Mathematics extension 2, Music, PDHPE, Senior Science, Visual Arts, Textiles and Design, Industrial Technology, Society and Culture, Information Technology and Primary Industries. More information is presented later in this report.

**Other achievements**

**TAS/VET**

Early in the year, Mrs D Kouwenhoven took over in the position of relieving Head teacher TAS/ VET, while Mrs. J Amidy was on extended leave. Mr Simeon James commenced work in the faculty to relieve Mrs. Amidy in the classroom. The faculty also welcomed a new Technology staff member, Mr Peter Cambrell, who replaced Miss Katrina Tolentino.

Mrs K Roberts and Mrs D Kouwenhoven undertook upgrading of skills in Hospitality to enable the implementation of a new Syllabus in Kitchen Operations (replacing Food and Beverage Course) for 2014. Hospitality students wowed presenters at
the Tertiary Day Careers Expo. The faculty also saw the implementation of new syllabuses in Community and Family Studies and new 100 Hour Child Studies courses in Stage 5 to commence in 2014.

Year 10 Textiles Technology students completed a unit of work which enabled Mrs Stephanie McGuire to show her talents as a guest demonstrator in Aboriginal Textile Painting.

The faculty participated in Technology Association Design and Construction Awards. The following students achieved Awards of Excellence in this Event: Laura Earl, Ashleigh Spekking, Evan Potts and Amelia Lunney.

ESSA YR8 2013

While still working toward the achievement of a Band 6 grade representation, during the last three years there has been a steady increase in the percentage of students achieving band 5.

Both boys and girls share in the growth and these students have made the transition from Band 4.

There is now a smaller percentage in Band 4 achievement resulting from the difficulty faced by some students in achieving higher than Band 3.

Lower bands are over-represented when compared to state and remain a focus for engagement, literacy and numeracy and the skills of Science. A highlighted area for attention is the incidence of a number of boys scoring 10 scale points below state average in the skill of working scientifically.

Agriculture

In 2013, 132 students studied Agriculture in 200 hour elective class or as part of the rotation through the Design and Technology context area. The students were engaged in the production cycles for the school vegetables enterprise, prime lamb, poultry and eggs and beef production.

Quality show cattle have been a highlight for the school for many years and in 2013, Agriculture students were involved in 4 agricultural shows plus Wingham Beef Week competition. Chatham High School produced the winning heavyweight carcass in the competition and the show team won quite a number of ribbons for the quality of their animals as well as their personal skills in parading and judging. The Royal Easter Show excursion enabled agriculture students to see the manner in which their skills could be applied.
Significant programs and initiatives

Aboriginal education at Chatham High School

In 2013, 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 were 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 hosted a significant number of successful and effective programs that directly supported 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. The community was actively involved in the day.
- “Stand Strong Be Proud” provided workshops in resilience
- Peer Literacy training for senior students who supported Year 7 with reading.
- Students participated in ‘Deadly Days’ which was 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.
- Student Raysheem Clarke, continued a school based traineeship.
- Brospeak 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 2014.
- 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.
- A Deadly Awards Ceremony was held in Term 4 to celebrate the achievements of Aboriginal students.
- Aboriginal education continues to be a vibrant and essential aspect of the life of Chatham High School.

Indigenous Garden Project

This garden proudly sits at the front of our school and is a showcase to our strong indigenous culture at Chatham High School.

The garden was designed by Mr Michael Clarke and organised by Neil Locker. It was constructed by Aboriginal students from our school, assisted by Mr Garry Flemming, Uncle Matt Mitchell and Craig Mitchell.
The garden was completed in 2013. The design represents where the pathways lead from Chatham High School and the piece of serpentine rock in the middle is Chatham High School. The pathways are made of stones that are ochre in colour and chosen by Uncle Matt Mitchell.

The garden contains a combination of local plants that were used as bush foods and for everyday use. Plants include Xanthorrhoea (grass trees), cycad varieties, rock orchids, ginger and pigface.

At the back of the garden sits a magnificent bright mural which compliments the garden. The mural represents the paths leading to Chatham High and was designed by Stephanie McGuire and painted by Aboriginal students.

**Multicultural Education**

While Chatham High School does not have a significant 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.

**Independent Learning Centre**

Semester Two saw the establishment of an Independent Learning Centre to support all students 7-12. Mrs Lynne Murphy was employed for three days per week to implement a comprehensive learning program which included:

- BOS key words
- assessment support
- HSC health checks
- exam preparation
- exam technique
- study skills
- motivational speakers
- introduction to senior expectations
- research skills
- All My Own Work
- Newcastle University ‘Uni in the Classroom project’
- Authentic Assessment program

Both students and teachers have indicated that the ILC is already having a positive impact on learning habits.

**Learning Support for all students**

The Learning Support Team (LST) has supported the learning needs of all students throughout 2013. 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 and Support Teachers, Head Teacher Special Education, Home School Liaison Officer (HSLO) and the Student Support Officer (SSO), Mr Nathan Paff.

The LST meets weekly and addresses student specific learning, social and/or behavioural needs. The team provides support for students by referring or applying to programs such as Royal Far West, Distance Education and mental health referrals.

In 2013, the Manning Valley Learning Centre was established jointly by Chatham, Taree, Wingham and Camden Haven (Distance Education) High Schools to meet the learning needs of students who are long term disengaged from school, transitioning to school from other settings.
transitioning from school to work, and who are enrolled in Distance Education as full time students. The Learning Centre is off site, located on the grounds of Taree Public School. Students are referred to the Learning Centre by the Learning Support Teams, via the Principals of participating schools.

Chatham High School has been involved in the pilot program for the NSW Department of Education Student Support Officer program. In its second year in 2013, the Student Support Officer (SSO) supports individual students and has successfully managed a range of programs including student vaccinations, the Love Bites program for Yr 10 students, RAGE program, GIRLS program, pastoral care and social skills programs for targeted individuals and groups. In addition to these the SSO provides key links with, and referrals to, community agencies that overcome barriers to learning and provide support for students and families at Chatham High School.

Personalised learning plans, health care plans, risk management plans and behaviour plans have been developed and made available by the Learning Support Team for all staff.

School Learning Support Officers (SLSOs) supported teachers in a range of areas assisting students with diagnosed disabilities and identified learning support needs. They assisted with behavioural modification and individual academic tuition within the classroom environment. 2013 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 support as many students as possible across the school. SLSOs are employed by the school on a merit basis based on training and experience in assisting teachers in the classroom and playground with students who have behavioural, academic and social needs.

**Academic Partnership with the University of Newcastle**

Chatham High School continues to strengthen its academic partnership with the University of Newcastle through the Aim High program. The project is focused on supporting educational aspiration, attainment and access for students and families from low SES backgrounds. Chatham High School and the University work together to increase awareness and understanding of higher education, while building aspiration and expectation. In 2013 the program included a range of activities including:

- The Discover Uni Day – four coach loads of prospective CHS students and their families on a day at University
- Careers Through Reading for our partner Primary schools.
- Science Careers Show for our Year 7 students
- Girls Choices Summer School for three of our Year 9 students (see previous page for photo)
- HSC Coach for our Year 12 students

Students and family members indicate increased understanding and desire to participate in Tertiary Education.

**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


**Activities for 2013 included**

*Career Lessons* - Year 9 & Year 10 did carefully structured lessons to help them in areas such as applying for part time jobs, investigating careers 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 will will do online RSA and RCG courses to save on costs.

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, Neil Locker. 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 Mr Bourke, Ms Owen, Mrs Beckett and Mr Sonntag for their help with this.

School to Work Planning – all students in Years 10, 11 and 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 and 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. Our Vice Captain, Chris Diessel was employed after the HSC to assist with this. 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 and has gradually been expanded. In 2014 we are making a concerted effort to include many of our successful aboriginal students. The Hall of Fame recognises significant achievement from our past students. By recognising past achievement we hoped to motivate our present students and help them to realise what they can achieve in life. The “energy force” driving the Hall of Fame is Neil Locker, Careers Adviser. 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.
School Captains and Vice Captains for 2013 with the Griffin: Ashleigh Spekking, Bradley Chapman, Nadeen Bayliss and Christopher Diessel

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.

This project continues to help maintain school identity and spirit within the school and provides a wonderful contrast to the nearby indigenous garden. The two contrasting gardens represent the harmonious cultural diversity within the school.

Transitional Equity Funding (TEF)

After a ten year period the PSFP Program under this title ended and a final year of transitional funding was allocated 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/TEF has been a successful program due to a committed team and the implementation of its programs by the school staff. The managing committee in 2013 was: Kylee Owen (Highly Accomplished Teacher), Tracey Beckett (Head Teacher English), Judi Wood (Literacy Teacher) and Jenn Curtis (CLO).

In 2013 Transitional Equity Funding made a major contribution to learning in the area of writing through its iWrite program. Our NAPLAN results showed Year 9 student growth which far exceeded that of the Region and State. Our literacy teacher introduced the Super 6 reading comprehension strategies to staff and students. This included in-class support and professional learning workshops. She continued a comprehensive program of persuasive writing workshops for both Year 7 and 9. National Literacy and Numeracy Week 2013 was celebrated with primary school visits by a group of Year 8 storytellers, a staff 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 school now has a Facebook page maintained by our CLO who also produces a parent newsletter-calendar and manages the school website.

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’.

National partnerships

In 2013 Chatham High School was identified as an Improving Literacy and Numeracy National Partnerships school. A comprehensive program was designed to address the Literacy needs of our
students as identified by the new K-10 Literacy continuum.

The professional learning program included:

- two staff trained as Focus On Reading Trainers
- 14 staff volunteers from across faculties undertaking Focus On Reading training
- Individual teacher support by the Literacy Teacher on Focus On Reading teaching and learning strategies
- Staff workshops on the Literacy continuum
- Collaborative planning and design of classroom based assessments
- Tracking of all Year 7 students on the Literacy continuum in the aspects of Reading Texts and Comprehension

Students have participated in a range of learning activities, including:

- Reading texts assessments
- Explicit teaching of the Super Six comprehension strategies
- Reading comprehension assessments

Data will continue to be collected at semester intervals until the end of 2014.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. At Chatham High School, the processes used are based on the work of six Teams. Each Team is responsible for one of the priority areas in the School Plan. Specifically, through the formation of Action Plans and Monitoring Plans in relation to each priority.

Program evaluation and school planning 2012—2014: progress in 2013

School priority 1 - Literacy

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

Evidence of progress towards outcomes in 2013

- Evidence-based approach (incl. SMART data) used for student placement in classes.
- All staff participated in SMART introductory training.
- Key staff (7) participated in advanced SMART training.
- NP Literacy teacher assigned to support Yr 7 classes.
- TARS/EARS program includes explicit Literacy learning strategies.
- All staff made aware of Super 6 reading comprehension strategies through staff meetings.
- In class support (Stage 4) offered by NP Literacy Teacher in Super 6.
- Two staff undertaking Focus On Reading accredited trainer program.
- 13 staff volunteer to undertake Focus On Reading training.
- Staff implementing Focus On Reading strategies and incorporating into teaching and learning programs.
- NAPLAN vocabulary list developed.
- Faculty reps trained in effective use of BOS key words.
- Staff indicate increased awareness of 7-10 Literacy continuum.
All Year 7 students placed on Literacy continuum in aspects of Reading Comprehension and Reading texts.

**Strategies to achieve these outcomes in 2014**

- Faculty reps to complete Focus On Reading training.
- All staff to participate in Super 6 training.
- Whole school awareness of Literacy continuum through faculty based workshops.
- BOS key words to be included in all assessment tasks 7-12.
- Specific literacy criteria on Stage 4 student reports.
- All stage 4 students to participate in a reading fluency program.

**School priority 2 – Numeracy**

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.

**Outcomes from 2012–2014**

In 2013, 55.4% of our year 9 students gained greater than or equal to expected growth. This is a reduction of 2.9% from 58.3% in 2012. However, our 2013 results are an increase of 11.6% from 43.8% in 2011.

**Evidence of progress towards outcomes in 2013**

- Numeracy team established and expanded
- 46.2% was achieved at or above NMS
- PL in numeracy occurred
- Access Maths online
- All staff has been introduced to the numeracy continuum, making them aware of skill levels at various stages of the continuum.

**Staff members have undertaken a training session in the “new” methods used by our students for subtraction.**

**Strategies to achieve these outcomes in 2014**

- Develop a common time frame for basic numeracy and identify where it fits in all faculty programs
- All Maths staff to use SMART 2 to develop profile of Year 8
- Remediation based on the individual student’s results
- Develop remediation unit based on item analysis, eg., measurement
- Revision of stage 4 in Year 9 before NAPLAN
- Revisit Newman analysis
- Use calculators at start of Year 7
- Encourage calculator use across faculties for all years
- Provide students in Years 7 and 8 with Maths Mate homework booklets midway through 2013.
- Ask each student to complete a weekly homework sheet which includes numeracy type problems set at their year level. These sheets will provide questions for all levels of ability.
- Maths staff will gather statistics on the % of students completing numeracy sheets at the start of the program and again at the end of the program
- Maths online was purchased by the school for each student in 2013. This program will be extensively used in the Mathematics faculty and the support unit. All staff members will be made aware of the program
- Our aim for 2014 is to encourage further participation in Maths online by a bigger percentage of our students. This can be achieved by regular advertising in the school newsletter and by the Maths staff setting assignments through the website which requires students to prepare more thoroughly for exams.

**School priority 3 – Engagement, Retention and Attainment**

In 2013, the target was to increase Stage 5 to 6 retention rate by 3.1% from 58.9% in 2012 to 62%.
Outcomes from 2012–2014

- Retention increased by 11% above target
- 75% of students attended Independent Learning Centre

Evidence of progress towards outcomes in 2013:

- 95% of students returned from stage 5 to stage 6
- As at week 7, term 4 73% retention
- Established senior study room Staffed 3 days per week with experienced teacher

Strategies to achieve these outcomes in 2014

- Expand ILC to 5 days per week with additional facilities ie printer, Computers on Wheels (COWS), work stations
- Incorporate timetable sessions for Year 10.

School priority 4 – Aboriginal Education

In 2013, the target was to increase 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%.

Outcomes from 2012–2014

In 2013, 46.7% of our year 9 Aboriginal students gained greater than or equal to expected growth in Numeracy. This is exactly the same as in 2012 and an increase of 23.2 % from 23.5% in 2011.

Evidence of progress towards outcomes in 2013

This data set shows that our percentages of students achieving minimum standards are decreasing for all students and for Aboriginal students.

Strategies to achieve these outcomes in 2014

- Develop a common time frame for basic numeracy across the school and identify where it fits in all faculty programs
- Utilise Norta Norta tutors and Head Teacher Aboriginal Education to support Numeracy initiatives for ATSI students.

School priority 5 – Teacher Quality

- Increase participation in TPL from 80% 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

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- 95% participation in mainstream TQ TPL – lesson observations, some teachers having multiple involvements.
- Increase in CHS staff participation with Community of School partners, 0% to 11% of staff.
- All faculties were provided with equitable opportunity for development. 62% participation.
- Staff undertaking or beginning leadership training courses increased from 1 to 3.

Strategies to achieve these outcomes in 2014:

- Ensure Support unit included in lesson observations.
- Involve regular casuals in TPL lesson observation/peer coaching.

School priority 6 – Connected Learning

- 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
Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- Connected Learning team established and consolidated
- Student training delivered to all 9&10
- 100% staff have access to computers or laptops within their classroom
- Professional learning centred on the use of ICT in the classroom with a focus on the development of interactive whiteboard lessons and general use of Technology in the classroom setting.
- Use of IWBs increased to 75% of teaching rooms across school
- iPad learning programs integrated into Year 7 Full school development on integrating interactive technologies for use within classrooms and reporting procedures.

Strategies to achieve these outcomes in 2014

- Maintain TPL and student training in 21 Century learning technologies and digital literacies
- Increase access and use of Interactive White Boards
- Continue with Pods of laptops for Stage 4 use to sustain ICT from Stage 3
- Focus on intra class use of iPads and interactive whiteboards to enhance teaching stimulus:
- Peer observation process to include a focus on 21 Century pedagogy

Parent/carer, student, and teacher satisfaction

In 2013, 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.

Professional Learning was supported by extensive funding drawn from DEC Teacher Professional Learning funding, the Digital Education Revolution, National Partnerships, Transitional Equity Funding and the Centres for Excellence program. VET staff upgraded their qualifications and additional staff received specific vocational training.

This meant that 100% of staff participated in professional learning.
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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Deputy Principal Manfred Sonntag
Deputy Principal Merv Presland
Highly Accomplished Teacher Kylee Owen
Head Teachers/Team leaders Tracey Becket
Ray Grimson
Gary Gay
Helen Anderson
Craig Mitchell
Cathy Groth

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