

Alstonville High School

Annual Report



2017



8578

Introduction

The Annual Report for 2017 is provided to the community of Alstonville High School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

David Silcock

Principal

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Message from the Principal

2017 was a very productive year for the Alstonville High School community.

The school participated in external validation and found this to be a very informative process, validating the work of the school over the last three years and informing our planning for the next strategic plan.

Our educational focus areas included an emphasis on:

- extended writing and PEEL (Point, Evidence, Explanation, Link)
- quality feedback to students and peers
- learning intentions and success criteria
- improving our collaborative practice and professional learning
- further development of personalised learning plans for students
- improving our communication to families

We also committed to significant improvements in furniture and building. This included:

- replacing all outside furniture with new aluminium benches and a new covered area on the northern end of the basketball courts
- cinema seating in the tiered learning area
- the completion of the locker replacement program
- the commencement of the front of school upgrade
- the replacement of 200 seats in the school hall
- installation of two interactive televisions
- the expansion of our laptop trolleys and laptops to improve access for students

Evidence of our positive impact on students can be found in:

- Tell Them From Me survey results indicating a significant upward trend in school spirit
- student year 9 NAPLAN growth – exceeding state averages
- improvements in the number of students moving into the top two NAPLAN bands, exceeding the state average
- achieving strong HSC results and moving our ranking upwards by over 100 positions from 2016, placing us third in the area for HSC results
- increased enrolments into year 7 for 2018

Message from the school community

2017 has been another busy year. The focus has been to see the canteen run more effectively. There have been two new staff members, so they have been trying to find their stride. Thanks to the thoroughness of a member of the business committee, treasurer and our bookkeeper we have been able to monitor the canteen's profit and loss more accurately, along with the uniform stock levels. This has enabled a clearer understanding of the canteen's expenditure and profits. In the past years this has been somewhat obscure. The main expenditure has been increased wages due to the lack of volunteers and increased uniform stock. We have been meeting regularly with the canteen manager to discuss ways to improve this situation. The main challenge moving forward is ensuring the canteen runs at a profit and stock is moved in the uniform shop. This may involve implementing new ideas and promotional activities to encourage more volunteers.

Profits from the canteen and uniform shop go back to the students. Thanks to the continual efforts of the parents who have volunteered in the canteen over the years and helped with fundraising events the P&C was able to donate \$30000 in 2017. This money funded the seats in the tiered learning area and new outdoor seating such as the ones on the Sky deck.

Meetings have been shorter since the introduction to reports being summarised yet we still need to be mindful to keep reports to five minutes. This allows for more discussion of general and arising business issues. The offer of shorter and more focused meetings will hopefully attract more people to P&C meetings and make them more productive.

Thanks again to all the parents, especially the canteen volunteers, and the school's executives and staff who continue to be supportive of P&C initiatives and activities.

Message from the students

The Student Representative Council underwent a significant change in 2017 with the replacement of their teacher-coordinator. At the beginning of the year the SRC welcomed Mrs. Maria Bramley-O'Connor as their new teacher coordinator. The SRC has continued to support a large number of charities, as well as creating awareness for them. In 2017, they raised funds through Sundae days, selling various items at school carnivals, and a sausage sizzle. The SRC have also continued to support their sponsor child in Nepal.

SRC members have been active at arrange of school events such as assemblies, open nights and functions, as well as representing the school in the wider community on days such as ANZAC and Remembrance Days. The SRC represents the student body through a range of groups such as the P&C and meets with the Principal and Deputies on a regular basis.

The SRC has provided funding support to students, allowing them to receive leadership training as well as allowing them to attend other extra-curricular activities. The SRC has funded the Big Fan in the Hall and the Cold Water Bubblers in the Canteen Quadrangle. The SRC continued organising "House Cup" events, such as Dodge Ball, Karaoke, Kahoot and Twister, to improve student morale. The SRC has been working on enhancing school spirit through innovative and fun activities.

School background

School vision statement

At Alstonville High School our vision is to nurture a love of learning. This vision will be achieved by focusing on high expectations for personal success, quality learning experiences and a commitment to ongoing improvement. Student achievement will continue to be the focus for our learning programs. The success of our students contributes to the success of our community – it takes a village to raise a child and it takes youth to sustain the village.

Our school values integrity in aspects of life and our values and learning goals can be found at www.alstonville-h.schools.nsw.edu.au/our-school.

School context

Alstonville High School has been undergoing some significant changes over the last two years.

There has been significant change amongst the senior executive and there has been a decline in student enrolment. The school has continued to explore ways of building its resource base.

In 2016 the school became a HUB school working with Southern Cross University to develop and implement quality professional learning experiences for staff and trainee teachers. Our involvement in this project continued throughout 2017.

Using the data collected through the school planning process, the school altered the school plan in 2015 to reflect some of these changes and information collected through the planning process.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the **School Excellence Framework, School Achievements and the Next Steps to be Pursued**.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process an independent panel of peer principals considered that our evidence and assessment of the school's progress aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning:

Learning Culture – our work building teacher and school consistency around student wellbeing, our focus on differentiation and collaborative practice, demonstrated a sustained and growing learning culture that is building educational aspirations and is committed to continuous improvement.

Wellbeing – as evidenced by our professional practices and resources, examples of teacher collaboration and reflection, regular communication and clear behaviour expectations, our school was operating in the 'sustaining and growing' phase in terms of wellbeing. Our strategic and planned approach to supporting students is collaboratively supported and is evidence based.

Curriculum and Learning – as evidenced by our examples of partnerships with other schools and organisations, our transition initiatives (and initiatives taken to enhance this area of operation), and processes being implemented to support individual students, Alstonville High School was in the sustaining and growing phase of delivering curriculum and learning. We are purposefully focussed on refining practices to better support individual students, and are ensuring that professional learning for staff accompanies this strategic direction.

Assessment and Reporting – as evidenced by our use of Sentral, our policies and procedures around assessment, our use of data, our reporting practices, and consultations with parents, Alstonville High School was operating within the sustaining and growing phase in relation to assessment and reporting. We acknowledged the need to embed new student self-assessment practices as we go forward. We will continue our focus on enhancing parental engagement.

Student Performance Measures – as evidenced by our references to NAPLAN achievement data, SCOUT

(Department of Education software) reports and data analysis from a range of sources, Alstonville High School was delivering in terms of student performance measures. Our recent HSC performance was an area we were addressing in 2017, and we established ambitious targets for growth in performance within the top bands. Our year 7 value adding results were also of concern and we will address this by meeting with neighbouring primary schools and moving towards building a more collaborative response.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Effective Classroom Practice – as evidenced by our examples of programming, use of data and student wellbeing initiatives, Alstonville High School was within the delivery phase of the effective classroom practice element. Teachers are committed to continually improving professional practice and this is also evidenced in relation to other SEF elements. Our focus on differentiation, effective programming and use of data are aimed at ensuring effective classroom practice. Our move into sustaining and growing will result from our success in enhancing and evidencing student regular self-assessment, and linking this to teacher reflection and evaluation of classroom practice.

Data skills and use – as evidenced by our examples of data collection, professional learning initiatives, whole school communication and collaborative practice, the school was delivering in terms of the element of data skills and use. Our challenge over the next few years will be to integrate more efficiently the information we derive from our many data sources so we can more easily use it to shape strategic directions and particularly to focus on individual student progress – what constitutes one year's worth of learning from one year of teaching?

Collaborative practice – as evidenced by video extracts, survey data, photographs, our professional learning focus and whole school communication, Alstonville High School was operating in line with the sustaining and growing descriptors of this element. We established explicit expectations for collaboration and developed systems to support this collaboration through team work, professional sharing and modelling, consistent communication and generative dialogue. We are linking this work explicitly with the key elements from our milestone plan.

Learning and Development – as evidenced by feedback data, collaborative practice, video reflection, professional partnerships, teacher modelling, PEEL implementation, early NAPLAN data, HUB school involvement, teacher PDPS and whole school communication Alstonville High School was operating consistently within the sustaining and growing descriptors of the learning and development element. We are constantly striving to align our professional learning processes with our school plan as well as with system priorities. We are drawing on an increasingly diverse body of evidence to inform our decision making and are strongly focussed on keeping student impact at the centre of our work.

Professional Standards – as evidenced by teacher accreditation, PDP examples, leadership of system initiatives (eg. LMBR), consistent whole school communication, teams, and staff commitment to supporting students, Alstonville High School fell within the sustaining and growing parameters for the professional standards. We believe that we are well placed to move into their accreditation cycle for all staff that will be part of our next three year plan.

The results of this process indicated that in the School Excellence Framework domain of Leading:

Leadership – as evidenced by feedback, video, budgets, extra-curricular activities and partnerships, Alstonville High School was operating within the sustaining and growing phase of the leadership element. We are working collaboratively to develop and promote high expectations and increased engagement and look forward to implementing the lessons learned from the last three year plan and milestone implementation. We plan to have a more explicit, tightly focussed strategic plan more clearly linked to relevant elements of the School Excellence Framework.

School Planning, Implementation and Reporting – as evidenced by our school plan and milestone plan, student wellbeing initiatives, clear expectations, regular communication, budgeting and developing partnerships, our school was demonstrating that we were in line with the descriptors for the delivering element of school planning, implementation and reporting. Our next steps will result in a more succinct school plan that will benefit from an improved understanding of how to incorporate evidence of impact.

School Resources – as evidenced by approaches to staff selection, PDPs, curriculum planning, financial planning and implementation and use of school resources Alstonville High School was operating at sustaining and growing stage for the school resources element. We look forward to developing a new three year plan that will refine our application of school resources to support students.

Management Practices and Processes – as evidenced by examples of feedback received by the school and processes we have put in place to build family engagement, Alstonville High School was operating in line with the sustaining and growing descriptors for the management practices and processes element. This is an area where we believe that we can continue to improve through careful design of our school plan and future milestone plans.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Relationships and Connections (Excellence in Teaching)

Purpose

Developing positive and respectful relationships across the school community will underpin a productive learning environment that will support a student's identity as a learner.

Overall summary of progress

During 2017 we focussed on building quality relationships and connections via a focus on consistent and quality pedagogy, revising and improving our personalised learning plans for students and ways we differentiated learning experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2017 – year 7 programs contain explicitly differentiated assessment and feedback strategies.	Professional Learning funds – \$70119 Professional Learning meetings	All faculties presented at whole school staff meetings about how they were differentiating for students in their classes. All school programs have been adjusted to reflect this greater level of detail and planning.
High Performance Program established and first year evaluated.	No financial support was required	Students were surveyed in the 2nd year of the program and continued to report high levels of satisfaction.
Study periods timetabled and staffed. Explicit program developed to support students.	Socio – economic funds – \$100,398	This program was continued. Students are increasingly positive about this program. Online study program ATOMI was trialed and very positively reviewed by students. In 2018 the study periods will be linked to the Steps to Success program.
Commence trial implementation of student learning maps in year 7 and transition plans in year 12.	Socio – economic funds – \$100,398	All year 12 students interviewed and introduced to Plan A/Plan B. Staff professional learning continued and decision made to move to Steps to Success learning coaches model.

Next Steps

We will continue to focus on leveraging the benefits that can arise from achieving greater consistency in teacher pedagogy. Our guiding question for Strategic Direction 2 of our next three year plan will be; "How will our focus on literacy, numeracy, engaging curriculum and consistent classroom practice contribute to improved student learning?"

Strategic Direction 2

Leading Teaching and Learning for Excellence (Excellence in Learning)

Purpose

The development of curriculum programs and teaching practices using evidence based teaching practices and innovative delivery mechanisms supported by strong and purposeful professional development programs will effectively develop the knowledge, understanding and skills of all students.

Overall summary of progress

Our focus was on improving consistency of delivery and pedagogical practice within a collaborative culture. As mentioned in relation to the previous strategic direction there was a school wide focus on differentiation. We also explored strategies to ensure more consistent use of learning intentions and success criteria at the start of each lesson. Performance and Development Plans were more explicitly linked to the school strategic goals. Our 7 to 12 Literacy focus was also more tightly focussed and led to significant increases in staff engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in assessment task completion rates and student results	Aboriginal Education funds – \$32,160 Socio Economic funding – \$100, 398	Improvements in student completion rates continue. This year 100% of year 11 and 12 students completed assessment tasks. We also had AIME tutors working after school with our students providing additional support.
Teacher adjustments to learning programs indicate increasing use of assessment data and learning continuums to inform teaching practice	Integration funding support – 61,766 Aboriginal background – \$32,160	Faculties presented information at staff meetings about how they were differentiating for students and what information they were using to inform these decisions. The school underwent external validation and used this opportunity to gather evidence.
TTFM survey indicates increased student and staff satisfaction	NIL	Students reported increased levels of school pride and the number of students indicating they felt they were challenged by work increased from 2016. We also increased the response rate to the survey, particularly from senior students.
Students achieving increasing numbers of band 5 and 6 results in HSC.	Professional Learning – \$70, 119 Whole school faculty and programs – \$210,000	We achieved significant increases in student performance in top bands both within the HSC and for NAPLAN in year 9. Further detail is provided in the section of our report dealing with HSC performance.
Evidence of improved extended writing responses in year 7 and 12.	Professional Learning – \$70, 119 Literacy and numeracy – \$10,000	School internal data indicates that students in year 7 benefitted from a consistent whole school approach to literacy, particularly the introduction of PEEL.

Next Steps

We will continue to develop our whole school approach to literacy, bringing online a whole school strategy for numeracy. Our focus for 2018 and subsequent years will be to extend the gains being made in extended writing, introduce more resources for text type support, consistent marking of literacy work and introducing the W0rd On Th3 5tr33t program. We will also be introducing Steps to Success, personalised coaching for all students.

Strategic Direction 3

Positive School Culture (Excellence in Leading)

Purpose

The development of a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of all students will improve individual and collective wellbeing.

Overall summary of progress

The school, through its involvement in external evaluation, reviewed its student wellbeing framework, operational guidelines and processes. We were heavily influenced by the work of Canadian authors and academics Kurtis Hewson, Lorna Hewson and Jim Parsons. The publication *Envisioning a Collaborative Response Model* provided us with a framework for this analysis. During the year we revised the operations of the Learning Support Team, streamlined communications, enhanced personalised learning plans, and engaged more with parents. We continued to work to use SENTRAL to provide a comprehensive and easily accessible source of information for teachers and support workers so we could more effectively support students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Outcomes on student reports link to PBL targets	Professional Learning – \$70,119	A review of this strategic direction led the school to planning for a new approach to monitoring and providing feedback on student engagement. The Alstonville Certificate of Excellence project will be implemented in 2018.
All staff report increased confidence using the SENTRAL Wellbeing module	Professional Learning – \$70,119 School Administration – \$110,000	Evidence of increased staff confidence in using SENTRAL was demonstrated through the results of staff surveys related to information being provided from Learning Support Team meetings. Staff rates of communication also increased significantly during 2017.
Baseline data for student perceptions of teacher feedback collected.	Tell Them From Me Survey	The information collected from the Tell Them From Me survey was not clear information. Students did report that student feedback on learning was specific but there was no measurable shift in perceptions.
Reduction in behaviour referrals to Head Teachers and Deputy Principals, improvements in attendance rates.	Professional Learning – \$70,119 Integration funding – \$61,766 Aboriginal Support – \$32,160	Attendance rates continued to improve which was particularly pleasing considering we experienced high rates of absence due to flu in term 3. The number of behaviour referrals reduced.

Next Steps

We will be continuing our focus on providing quality feedback. We are introducing the Alstonville Certificate of Excellence which will provide feedback to every student each four weeks. We are also introducing the Steps for Success project where every student will be allocated a learning coach who will meet with them and a small group of students on a regular basis. We are using SENTRAL to support the ACE project allowing parents, students and teachers to access reports electronically for each student in the school. A strong focus for the school going forward will be to improve student agency.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$32160	The main impact of our focus during 2017 was to provide a greater level of individual support for our students. Further detail can be found later in this report under the heading Aboriginal education
Low level adjustment for disability	\$211,636	We continued our focus on differentiation and improved our planning and reporting for the National Consistency of Data Collection processes. We also refined our Wellbeing processes, particularly reporting back to staff and in communicating around personalised learning plans.
Socio-economic background	\$100,398	We used some of this funding to provide extra personalised support for one of our senior students with a learning disability to allow completion of the HSC (\$12000). We provided student assistance funds for students to enable them to participate in a broad curriculum. We also supported leadership initiatives and innovation teaching and learning through our New and Better Ways program.
Support for beginning teachers	NA	
HUB Project	Hub Conferences – \$6000 (18th May total budget proposed – \$105,000)	Increased scope of HUB project to involve BAM schools and at least two local primary schools. Implement paraprofessional school impact measurement program – evidence of schools being able to generate a more diverse and reliable set of impact data. More staff acquainted with AITSL modules Greater consistency across a group of schools in support of practicum students and staff mentoring practicum students Renewed focus on best practice pedagogy for supporting Gifted and Talented students (focus on Project based learning and mapping on Continuum).

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	430	427	375	349
Girls	423	421	420	376

Student enrolments declined in again in 2017. This is partly driven by changing demographics with fewer school age students living within the school enrolment zone. Percentages of students attending from within the enrolment zone were reasonably high but there is potential for growth. Enrolment into year 7 for 2018 has increased considerably.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.6	91.7	94	93.4
8	90.8	89.4	92	92
9	88.8	89.4	88.8	91.5
10	87.9	87	88.1	88.9
11	89.9	87.8	87.7	91.4
12	88.6	90.2	89.7	91.8
All Years	89.5	89.1	90	91.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The school continued to notify parents and carers via SMS and SENTRAL when students were absent from school. Parents and carers respond well to this information and have a range of options for responding to the school. The learning support team also monitors student attendance and modifies support programs to work to improve attendance. We also worked with the home school liaison officer this year to follow up on cases where we were unable to bring about

improvement.

Given the significant impact of the flu season this year we are pleased to see that we achieved a slight improvement in attendance again in 2017..

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	3.2	30	7.3
Employment	24	45	15.7
TAFE entry	19.4	15	15.6
University Entry	0	0	60.4
Other	48.4	10	1
Unknown	0	0	0

Employment included Apprenticeships and Traineeships. Other included other schools, distance education and overseas.

Year 12 students undertaking vocational or trade training

Annual Report 2017–K.Horne

Vocational Education

During 2017, we had a number of students selecting or continuing a wide range of vocational courses for Year 11 and Year 12. School-delivered courses included Hospitality and Primary Industries – Agriculture. These AQF nationally recognised dual accredited courses combine theory/practical competencies with an optional HSC exam for students wanting an ATAR for University entry.

TAFE – delivered (TVET) vocational courses, both Board Developed for ATAR or Board Endorsed (non ATAR), were also popular for Years 11 and 12. Delivery remained on Wednesday AM, PM or all day for a small number of courses. At the start of 2017 in Years 10/11/12 we had 40 students in a TVET course. Areas included Aviation – Cabin Crew, Animal Studies, Construction, Electro technology, Business Services, Retail– Community Pharmacy, Real Estate Property Services (online), Tourism–Travel and Events, Hairdressing, Information Technology – Networking and Hardware, Retail Services, Beauty Therapy (Makeup), Automotive (Mechanical), Metals and Engineering, Human Services – Aged Care Nursing, Early Childhood Education and Care, and Retail Baking.

TVET TAFE Awards– Year 12 students 2016 who received Student of the Year for their courses were

Samantha Hurford, for Metals and Engineering and Molly Francis for Community Pharmacy. Both students were presented with their awards at two Presentation evenings in Lismore attended by K. Horne, Careers Adviser in the first half of 2017.

At the start of 2017, we had 9 students in Years 10/11/12 commence/continue as school based trainees/apprentices (with TAFE or school delivered theory, school subjects and regular part time paid employment). Students still qualified for a Preliminary Year 11 Certificate or HSC. By the end of 2017, we had 4 of these students complete their traineeships whilst finishing their Year 12 HSC, 2 continued into 2018, and 3 left school to enter full time employment during 2017. Students choosing part-time apprenticeships or traineeships exit school with nationally recognised dual accreditation documents (TAFE transcripts and NSW DoE delivered competencies). The training areas were in: Beauty Services – Make Up SBA (1), Business Services (2), Retail – Community Pharmacy (1), Hairdressing (3), and Early Childhood, Education and Care (2). One SBT, Natalie Hohepa was successful in receiving awards for her SBT in Business Services including Novaskill Employee of the year, travel to Sydney for State level finals and offer of permanent Employment after Year 12.

Years 9–12 ongoing Work Experience continued to be a more flexible and optional program in 2017 in the Alstonville/Wollongbar community/ surrounding towns and interstate. Year 10 students not attending the annual snow trip in Term 3, participated in Work Experience to increase awareness of post school options or to secure potential casual work. Students received workplace employer evaluations/certificates to use as references. Work experience is a valuable way of planning future subjects and networking for casual and post school employment.

A second FREE Youth SES YETTIES – (Youth Education Training Team in Emergency Services) Program at Ballina took place. The program ran one evening per week during Term 3 2017. Hayden Smith (Year 10) and Lara Porter (Year 9) from AHS, participated. They completed units such as: getting to know you games; team building; first aid, CPR and AED; flood awareness; hazards that occur in the community; communication and radio use; storms and damage; flood boat activity and police; ambulance and fire services. The program was a fantastic awareness raising for our school students and the value of immersing youth in an area of high volunteer recruitment needs.

Other Vocational activities available to students were Term 1 – Annual University Road Show and Defence Force Visits to Alstonville High School, Excursions to Wollongbar TAFE TVET Open Day for Year 10 students, and Northern Rivers Careers Expo (Yrs10–12). Term 3 Year 11/12 Tertiary Careers Market at Lismore and Term 4 – Year 10/11 Excursion to Lismore where students participated in a “Medicine and Health Professional Day” run at University Centre for Rural Health at Lismore – supported by CONNECT. Sessions included information on: what do they do at

students currently studying in medicine or allied health; qualified clinicians panel, UMAT/GAMSAT and concluded with rotating workshops relating to suturing; webster pack medicine dosages; speech pathology; medical occupational therapy aids and medical imaging. A fun and informative day was had by all. Many thanks to the medical staff and CONNECT for giving up their time.

Once again a number of Year 11/12 students participated in the SCU Head Start program to participate in University studies on Wednesday afternoons in Semester 1 which can give a direct entry pathway into SCU after Year 12. Annual Subject Selection/Post School Interviews were held with most of Year 10 and all of Year 12 in Term 3. The Careers Adviser maintained currency of information participating in links with other local Careers Advisers in Summerland Careers Network, DoE Support eg CONNECT work placement and Mentoring, SBaT's and Regional SBAT Coordinator, DEFENCE Force, UAC, QTAC, TAFE, Universities, Employers, and Community Agencies.

PILOT PROGRAMS 2017:

1. Skills and Thrills Careers Showcase at Ballina – On Tuesday 30th May, 30 students attended Skills and Thrills Careers Showcase put on by "Skills One". including a Video – “How to turn passions into possible Careers Pathways”.
2. NEW TAFE Funded YES (Youth Engagement Strategy) 2017 Program Semester 2–13 Year 9/10 students attended a FREE TAFE Youth Engagement Strategy Program for eight consecutive Fridays to be rotated through either Trade Related courses eg Automotive, Metals or Service Skills eg Childcare, Barista. Our students attended and got involved in a positive, productive way.

Year 12 students attaining HSC or equivalent vocational education qualification

Eighty five students completed the HSC (including one student who completed a Life Skills HSC).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	38.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	11.68
Other Positions	1

*Full Time Equivalent

Our workforce remained quite stable during 2017. We hope to be able to employ some additional permanent teachers in 2018. We have one Head Teacher position on review due to a decline in enrolments.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	6

Professional learning and teacher accreditation

An increasing number of staff have expressed an interest in achieving higher levels of accreditation and this was supported by the school. All beginning teachers were supported through the accreditation process. All mandatory training was completed as required. The school focussed on extended writing and PEEL, effective feedback, differentiation, implementation of new syllabus requirements, learning intentions and success criteria, effective assessment strategies and student wellbeing. A team of ten staff participated in monthly generative dialogue conversations facilitated by staff from Byron Bay High

School and teams from Alstonville High School facilitated similar conversations at Byron Bay High School. We also collaborated with teachers from Mullumbimby High School and held a very successful joint professional learning day at the start of term 3. The budget for professional learning in 2017 was \$70,119.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	795,329
Revenue	8,351,481
Appropriation	7,938,141
Sale of Goods and Services	13,551
Grants and Contributions	389,819
Gain and Loss	0
Other Revenue	0
Investment Income	9,970
Expenses	-8,425,888
Recurrent Expenses	-8,419,022
Employee Related	-7,496,882
Operating Expenses	-922,140
Capital Expenses	-6,866
Employee Related	0
Operating Expenses	-6,866
SURPLUS / DEFICIT FOR THE YEAR	-74,408
Balance Carried Forward	720,922

The school's finance team meets each term to track the school budget and to make strategic decisions regarding the expenditure of school funds. regular reports are also provided to the school P&C.

Balances carried forward reflect a conservative approach to spending in the budget because of difficulties we experienced tracking salaries expenditure as the DoE finance software moved to a new budget tool. We were also billed incorrectly for extra days and then this money was reimbursed. The school continues to carry forward money for a pre-service teacher partnership – the HUB project. This project is a long term commitment and we aim to carry funds forward for the next three years.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,964,620
Base Per Capita	122,224
Base Location	10,676
Other Base	6,831,720
Equity Total	344,194
Equity Aboriginal	32,160
Equity Socio economic	100,398
Equity Language	0
Equity Disability	211,636
Targeted Total	263,306
Other Total	250,377
Grand Total	7,822,498

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

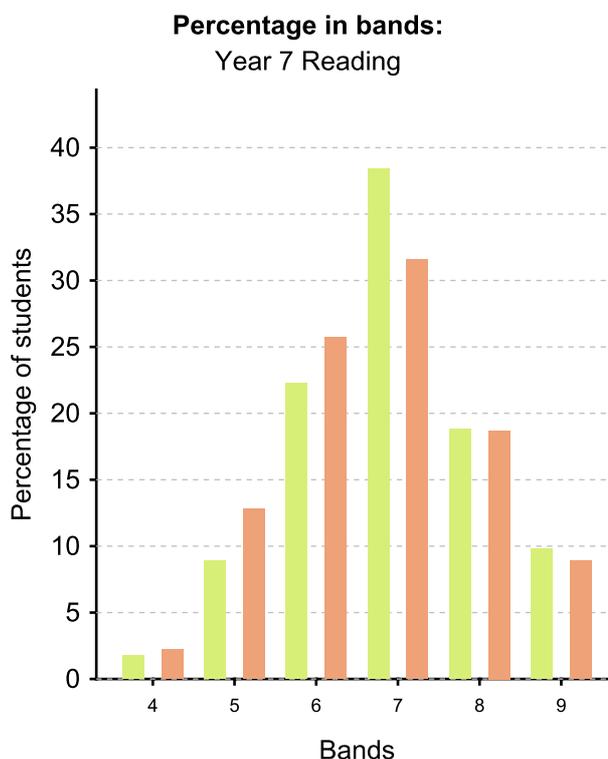
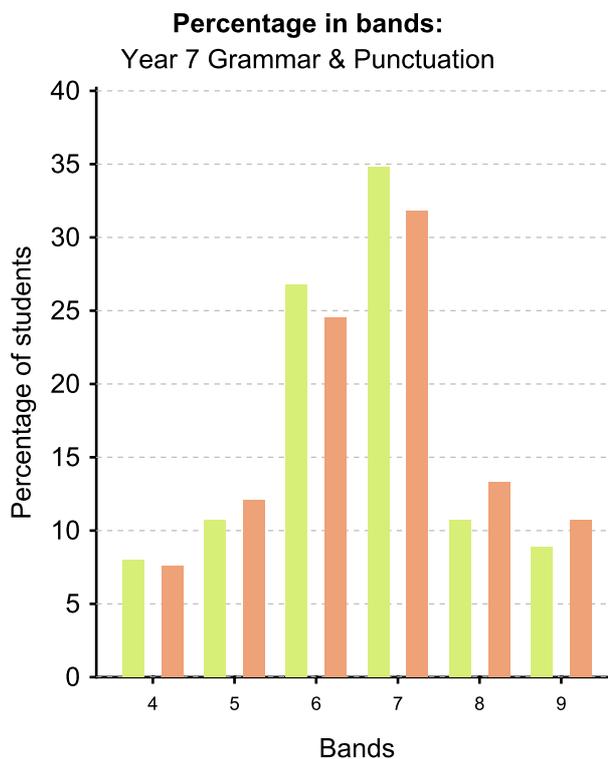
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Alstonville High School students continued to maintain high participation rates. We examined student performance closely at whole school and faculty meetings and compared this data with our internal assessment data.

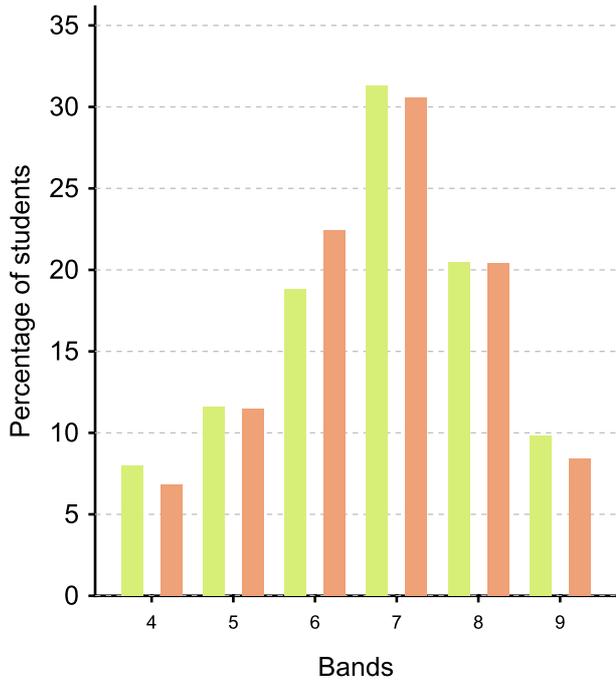
This analysis informed our focus on extended writing and the introduction of the PEEL writing project.

We were very pleased with the increase in numbers of students in the top two bands, exceeding the state targets for literacy improvement. Value adding from years 7 to 9 was significantly higher than the state figure and the figure for like schools in most NAPLAN

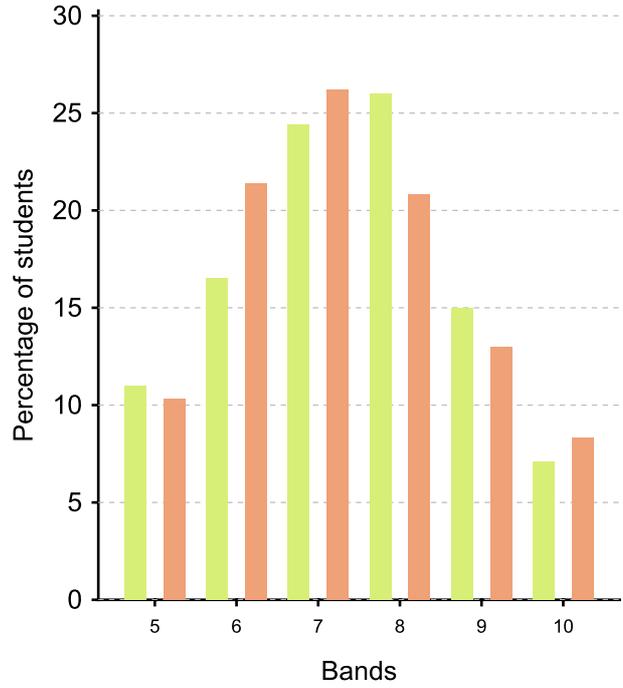
areas. In reading our students started from a point higher than that of similar schools and the value adding rate was also higher from year 7 to year 9. In writing our students started from a year 7 result that was slightly lower than similar schools but the value adding was significantly better. Our year 9 reading result was substantially above similar schools.



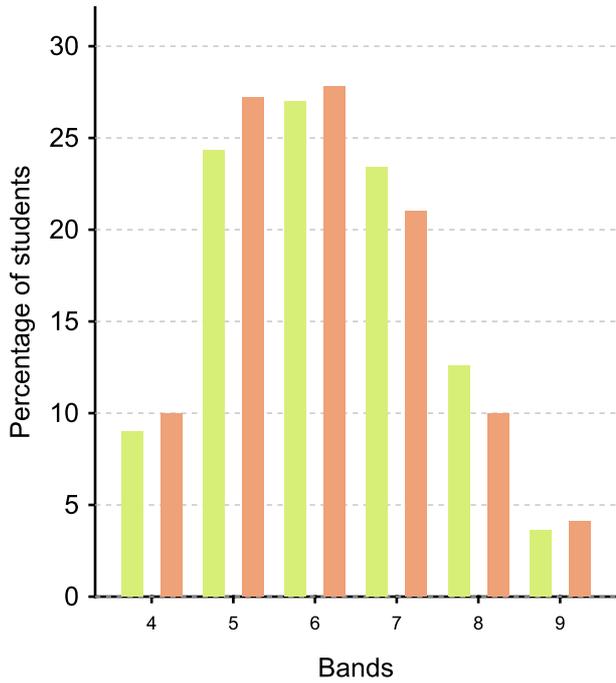
Percentage in bands:
Year 7 Spelling



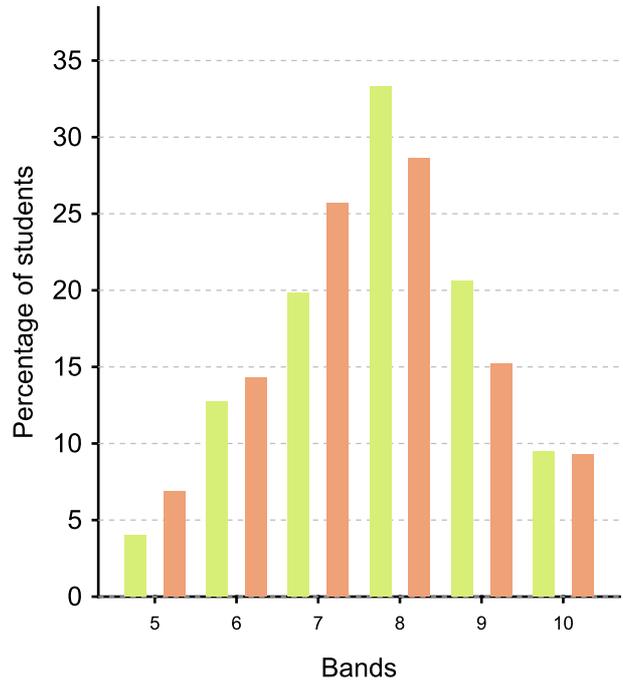
Percentage in bands:
Year 9 Grammar & Punctuation



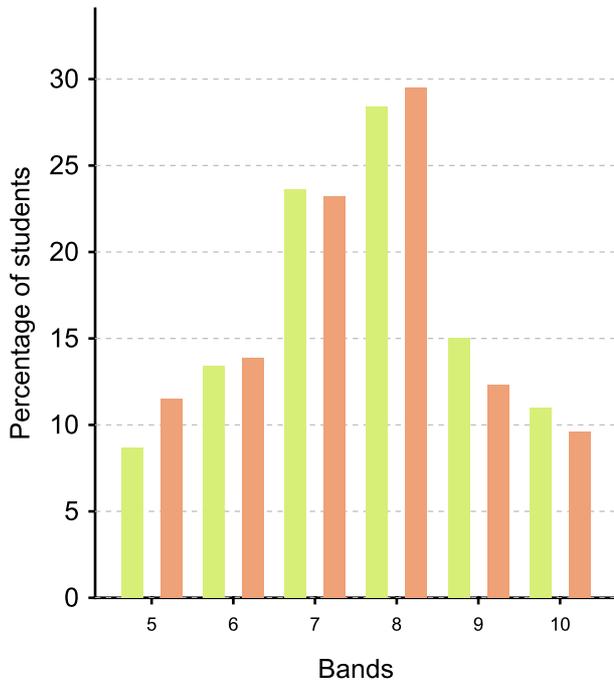
Percentage in bands:
Year 7 Writing



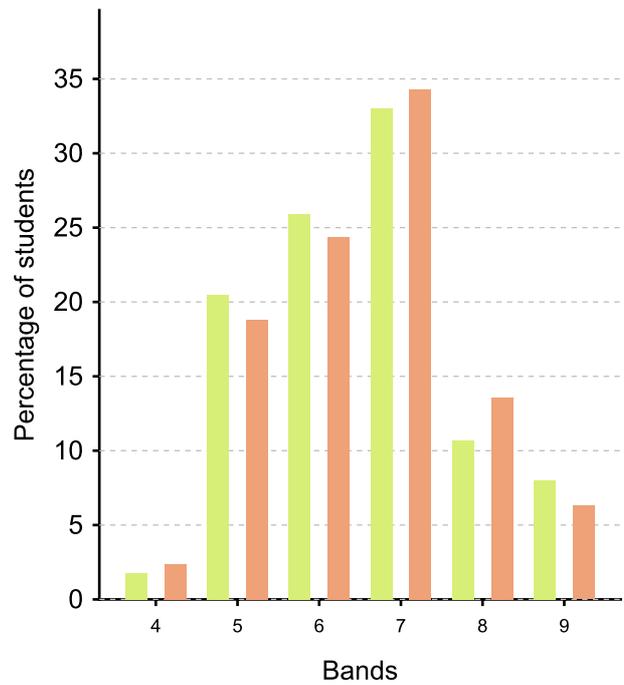
Percentage in bands:
Year 9 Reading



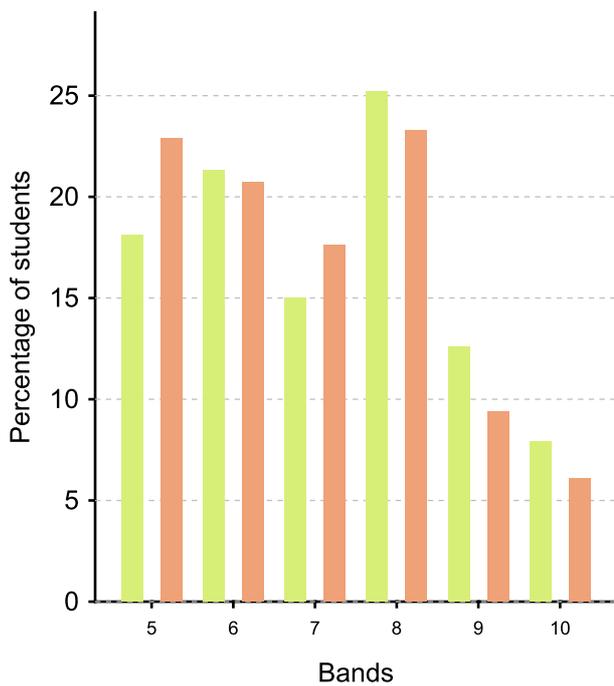
Percentage in bands:
Year 9 Spelling



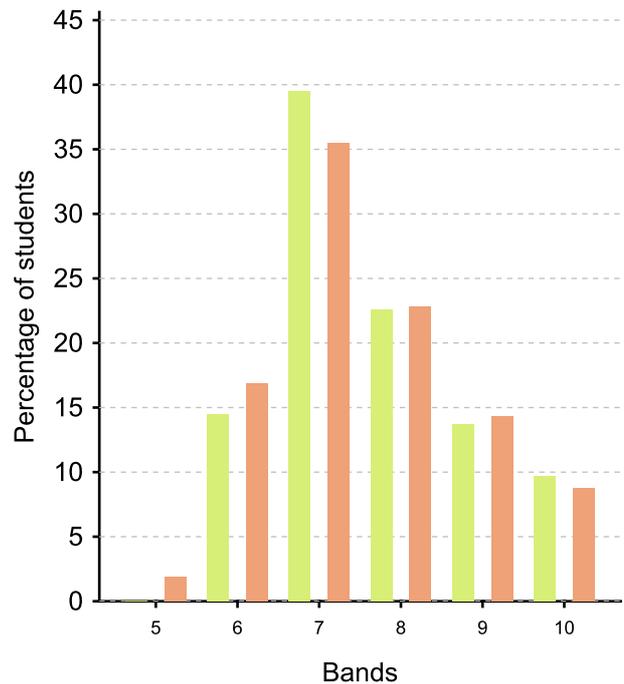
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



One very positive result was that no students recorded results in the lowest band of NPALAN in year 9 numeracy – a first for the school and something that we would like to maintain going forward. We saw slight improvements in year 7 numeracy that we want to build upon.

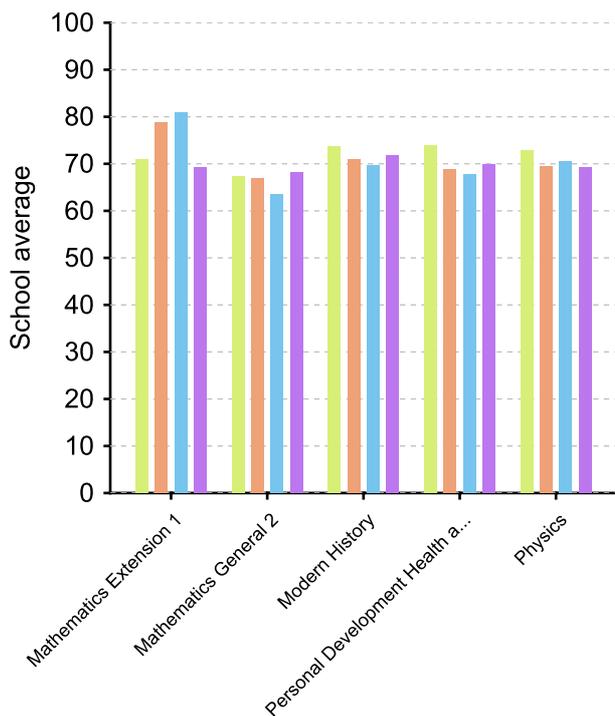
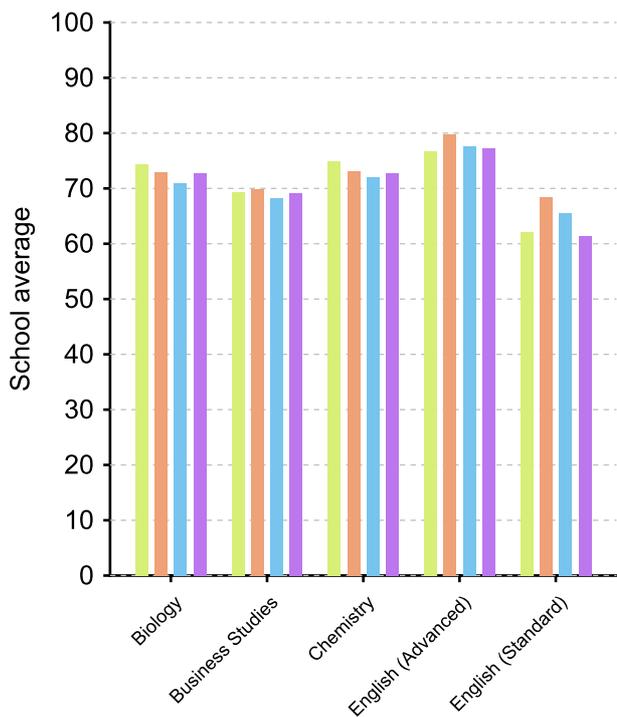
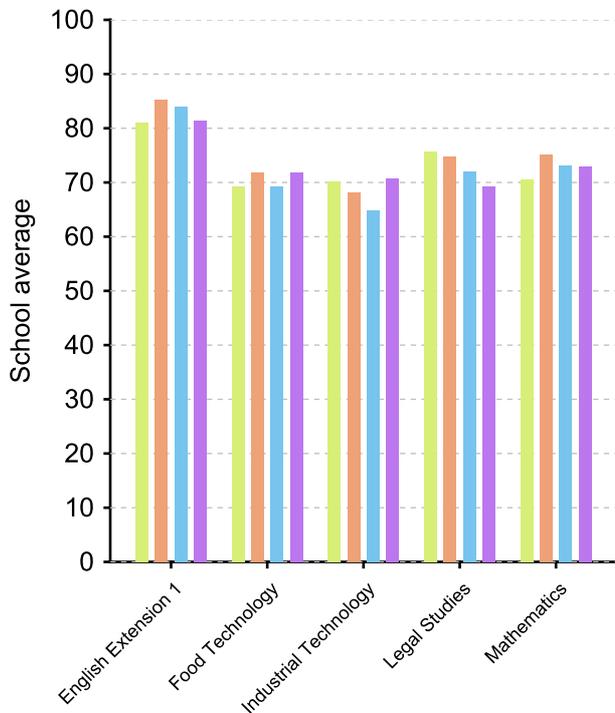
The My School website provides detailed information and data for national literacy and numeracy testing.

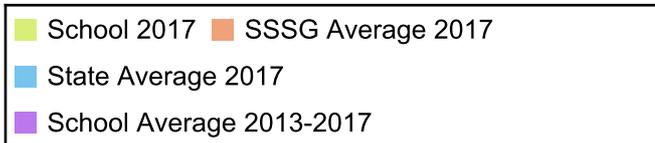
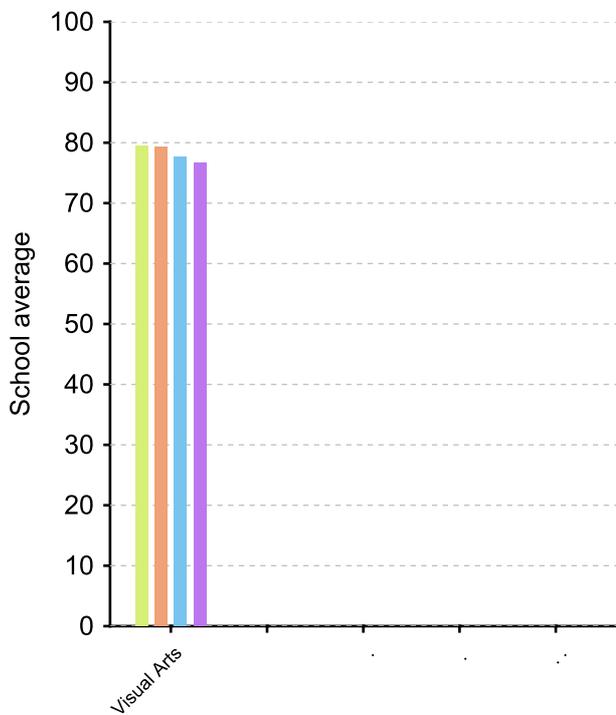
Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Our results indicate that we are on track in year 9 to deliver on increased numbers of students achieving in the top two bands of NAPLAN. In year 7 we have achieved this goal for reading but we believe there is further room for improvement. Our Aboriginal students have performed well compared to previous results and in comparison to our whole school cohort. We will continue to work on improving results for all our students.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2017 the school achieved significant growth compared to 2016. We moved about 150 places in the state wide ranks and the number of students achieving in the top two bands also improved considerably. Our analysis of student results has not provided evidence that our focus on improving student performance in extended written responses has achieved a significant impact yet. We will continue to refine our approach to this element in our 2018 – 2020 strategic plan.





Our performance relative to state data and similar schools also indicated growth. We believe that there is further room for growth and all subjects conducted an analysis of student performance at the start of 2018 and the information gleaned from this process will inform teaching practices going forward.

Parent/caregiver, student, teacher satisfaction

Parents and families were surveyed regularly during the year. We made use of the Tell Them From Me Survey and increased the response rate from previous years. Whilst there was an increase in the response rate as a percentage of the overall student enrolment the result is still very low and this was considered when we looked at the feedback. We also conducted exit surveys of parents at parent teacher meetings. The response rate from these activities as a percentage was a lot higher. We also provided an ongoing survey link via the school newsletter and as the year progressed the response rate to this link was increasing. We received positive feedback on the whole. There was a desire for the school to continue to work on effective communication, knowing individual students and effectively communicating expectations. Assessment was an area where parents wanted to hear about what the school was doing and why. In the school newsletter a regular section was set aside to respond to questions from parents and feedback from P&C meetings indicated that this was appreciated.

Policy requirements

Aboriginal education

Alstonville High School had a strong year in Aboriginal and Torres Strait Islander education. Students had opportunities to connect with community, experience university life and be supported with literacy programs. We have 36 students with two successfully completing their Higher School Certificate. The Aboriginal Education Committee was led by Daniel White and supported by Rachel Varela. Local Aboriginal woman, Leanne Holmes was employed in Term 3 as mentor and literacy support.

Year 7 Cultural Walk: year 7 students, Les Roberts from Bunjum and Ms Varela participated in The Aboriginal Cultural Ways walk, located on the Coastal Recreational Path at Angels Beach in East Ballina.

Goori Youth: In class support and lunchtime games continued successfully with Amanda Francis and Les Roberts, supported by Bunjum Aboriginal Corporation.

NAIDOC: NAIDOC week saw a stunning hall display, assisted by the art department. Uncle Rick Cook generously came and gave a Welcome to Country and talk in language, this year's theme. Les Roberts and Jarrod Roberts gave a group of ATSI students training in Indigenous games and they led Year 7 in games after lunch on assembly day. This leadership opportunity was wonderful.

Bro Speak and Sista Speak: Thursday afternoon, period five saw boys and girls of all year groups meet to complete a mixed cultural program led by community members. This encourages engagement and improved attendance.

UNSW Winter School: Year 10 student, Olivia Gray, successfully applied to attend the UNSW Winter School in the July school holidays. She flew to Sydney and had an opportunity to experience university life. She came back full of confidence and optimism.

School Based Traineeship: Year 11 student Rachel Walsh continues her School Based Traineeship with the Commonwealth Bank.

Leaders in Literacy: Three students participate in the Leaders in Literacy program at Alstonville Primary School where students learn how to teach Kindergarten students how to read.

Lexia Literacy Program: Many students have worked all year with the Lexia Literacy Program, with Blake O'Connor, becoming the first student to graduate. This builds foundational literacy to support in all key learning areas.

Parent Forum Group: Parents were invited to discuss and participate in Aboriginal education at the school.

NORPA: Students were invited to Lismore City Hall for two performances by NORPA, Djurra and Coranderrk.

AIME: Australian Indigenous Mentoring Experience

began mentoring at our Homework Centre on Monday afternoons. Students from year 7 and 8 attended the program at SCU for one day in Term 4. Students from Year 9 – 12 attended five days throughout the year.

ATSI Awards: year 7 – Kiyanna O'Connor, year 8 – Taneisha Duroux, year 9 – Seth Hoddle, year 10 – Kasey Galway

AIME Awards: Caroline Bradshaw, Isaiah Breckenridge, Blake O'Connor received AIME awards.

Multicultural and anti-racism education

The main focus of the multicultural and anti-racism education was through faculty programs and integrated units of work. The school participated in activities during Harmony Week as well as two teams of students participating in the Model United Nations (MUNA) program. Artwork around the school also reflected our desire to build cultural understanding and knowledge. We also welcomed a number of international students into the school and partnered with DoE International to promote our region to overseas schools and educational systems.