Messages

Principal’s message

As relieving Principal for 2011, I have seen some significant improvements occur within the school and the Galgabba Learning Community.

The DEC supplied us with a large amount of furniture that has substantially improved our classrooms. We have also had a number of new interactive whiteboards added.

In 2011 we found creative ways to link Swansea High with our partner primary schools. This has included the Big Picture project that resulted in a wonderful mural highlighting the different schools and their local areas. Volunteers along with gifted Aboriginal and non-Aboriginal artists from each of the schools worked on the project, along with parents and community members.

Swansea High also forged stronger bonds with the partner primary schools with the formation of the Galgabba gifted and talented program. Each of the schools has representatives who meet regularly to develop activities that will help support the needs of our gifted and talented students.

Student leadership has continued to be a key focus area. Our student leaders have represented the school in an admirable way on many occasions, including regularly chairing assemblies and at presentations at community events including Remembrance Day and the Merchant Mariner’s Memorial service. We have also continued to participate in the Premier’s Sports Leadership Challenge.

In 2011 we began our Healthy Schools Healthy Futures program, with the majority of our students, along with parents being surveyed. This program will run for three years in the school and aims to improve resilience among our students.

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.

Greg Smith

Relieving principal

P & C and/or School Council message

The P&C has had a successful year in partnership with the school. It has been involved in a range of areas, including school management, student learning and community partnerships.

In 2011, P&C funding supported school programs and resources for the students and staff including:

- Various tools for TAS-Industrial Arts
- Fridge and Data projector Installation for TAS - Home Science
- Epson Projector- Science
- Bark Program- Whole school Literacy
- Alternative Sport- Welfare.

The P&C has been pleased to be able to provide funds for the benefit of the school and would like to thank the teaching staff, office staff, and support staff for their continued service to the school.

Kerryl Enright – P&C President

Student representative’s message

During 2011 members of the Student Representative Council (SRC) participated in many leadership opportunities. These included chairing student focus groups to gauge student opinions on student behaviour and recognition, attending regional SRC meetings and attending the Young Leaders Day.

The SRC has been focused on improving the quality of school life for all students, including the physical environment, through a school Green Day and makeover targeting gardens and graffiti removal around the school. The SRC has also conducted a number of student talent quests to provide an opportunity for students to perform.

A breakfast for staff to celebrate International Teachers Day was held, along with a celebration breakfast for Year 12 students and staff.
The SRC has conducted fundraising to assist numerous charities and students in need at our school.

The SRC believe that by modeling excellent standards of application, behaviour and dress, they set the standard for the rest of the student body. We look forward to contributing to the quality of school life for the remainder of our term as school leaders.

Renae Wallis, Matthew Highland, Josie Stevens, Egan Meek, Amber-Lee Bullen, Linden Wells, Lisa Butson, Robert Suckling – 2012 School Captains and Prefects

School context

Student information

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

Student enrolment profile

Total enrolment in February 2011 was 642 students. In Year 7 – 10 there were 468 students and Year 11 – 12 there were 174 students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>343</td>
<td>331</td>
<td>328</td>
<td>344</td>
<td>301</td>
</tr>
<tr>
<td>Female</td>
<td>356</td>
<td>336</td>
<td>314</td>
<td>313</td>
<td>325</td>
</tr>
</tbody>
</table>

Student attendance profile

The data for 2011 indicates that attendance rates have fallen slightly over the past year. The school’s average attendance rate for 2011 equalled the regional level of 87.7%.

A 3% improvement in year 11 attendance has been the direct result of curriculum measures implemented to address senior attendance. The measures include:

- additional timetabled VET classes
- opportunities to study TAFE courses
- Industry Based Learning programs
- SBAT opportunities
- Enrolment in Correspondence courses

- Community services programs
- additional CEC courses

Management of non-attendance

The school continues to monitor attendance and follow up non-compliance with a range of strategies which include:

- Efficient computerised roll systems
- SMS messaging to parents’ mobile phones
- Regular monitoring of student attendance rates
- Case management of students
- Increased HSLO intervention

Retention to Year 12

The current 2011 figure of 50.9% reflects the 10% steady growth in retention over the last five years.

Historically, senior students have continued to leave school and gain local employment after successfully completing Year 11 VET courses or local TAFE courses. The introduction of an Industry Based Learning has resulted in some potential leavers staying to complete their HSC.

Retention to Year 12 (SC to HSC)

Post-school destinations

At the time of survey, of the 2011 Year 12 students:

- 22 were enrolled in a University Bachelors Degree (37%)
- 6 were enrolled in a University entry program (12%)
- 8 were enrolled with TAFE (13%)
- 5 were in apprenticeships or traineeships (8%)
• 2 were in full-time employment (3%)
• 29 were in casual employment (includes enrolled at TAFE/Uni) (48%)
• 2 were job seeking (3%)
• 4 did not supply a destination
• 7% Year 12 students undertaking vocational or trade training

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

There were 60 students who completed their HSC in 2011. 31 of them had been enrolled in VET courses.

**Staff information**

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

**Staff establishment**

<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>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>35</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.882</td>
</tr>
<tr>
<td>Total</td>
<td>56.782</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Swansea High School employs an Aboriginal Student Learning Support Officer.

**Staff retention**

In 2011 there was only one member of staff who transferred to another school.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in New South Wales public schools.

The table below indicates the proportion of teaching staff holding particular academic qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>307721.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>402101.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>253787.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>141617.06</td>
</tr>
<tr>
<td>Interest</td>
<td>16039.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28013.51</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1149280.78</td>
</tr>
</tbody>
</table>

| **Expenditure**                |             |
| Key learning areas             | 75064.13    |
| Excursions                     | 30090.91    |
| Extracurricular dissections    | 92169.06    |
| Library                        | 6319.51     |
| Training & development         | 4882.80     |
| Tied funds                     | 296618.50   |
| Casual relief teachers         | 129898.27   |
| Administration & office        | 85209.45    |
| School-operated canteen        | 0.00        |
| Utilities                      | 89680.86    |
| Maintenance                    | 39449.86    |
| Trust accounts                 | 28841.03    |
| Capital programs               | 4076.38     |
| Total expenditure              | 882300.76   |
| **Balance carried forward**    | 266980.02   |

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

Achievements

Arts

New initiatives were undertaken in the Visual Arts program at Swansea High School. Students from year 8 – 11 were involved in ‘The Big Picture’ production and contributed to an art exhibition of the Galgabba Group of schools at Swansea local library.

The ‘Big Picture’ initiative combined gifted and talented and Aboriginal students from the Galgabba group of schools, ‘The Big Picture Volunteer Project Group’ (coordinated by Miss Lauren Coburn), and a cross section of students both elective and non-elective from Swansea High school Visual Arts classes. The combination of creative efforts and experiences now features prominently in the grounds of the high school for public appreciation.

The talents of Swansea high school students from years 8 -11 were acknowledged at an art exhibition at Swansea local library. A selection of works was displayed with artworks by other students from the Galgabba Group of schools.

The Visual Arts program encourages students to explore a wide range of materials and techniques which develops material practice. Scope and sequence schedules include the many forms in the Visual Arts. Student feedback is significant and reinforced in the many displays of student work in the art room and within other areas of the school.

Sport

Another busy year of school sport, carnivals, knock out teams and lunchtime sporting competitions.

The school swimming, cross country and athletics carnivals were again a resounding success with students participating and gaining representative honours for Eastlakes Zone and Hunter Region.

The school Knock Out teams competed in volleyball, surfing, table tennis, basketball, tennis, water polo, rugby league, netball and soccer. Each team had varying levels of success but every team represented Swansea High energetically and enthusiastically. Thanks must also go to the staff for taking time to coach and manage these teams, there is a lot of “behind the scenes” organisation that occurs.

The school has once again been involved in the Premiers Sporting Challenge and has been given the distinction of hosting leadership days, this has enabled students at our school to develop leadership skills in the various sporting areas and they will work with our feeder primary schools and also with their peers. This is an ongoing program and students will have the opportunity to progress through the leadership system.

The PE staff ran a lunchtime Oz Tag competition. Students were able to compete in the round robin format with their friends. The standard of competition was fantastic and more lunchtime competitions are planned for next year.

Year 7 and 8 Integrated Sport was conducted again this year with students given the opportunity to participate in a variety of sports. The format for Years 9 and 10 will change for 2012 with those students shifting from a traditional “sports afternoon” to an integrated year group time. This will be a time of change but we are hopeful that this will enable more students to be more active more of the time.
Other

Academic

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

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

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

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

and/or

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

Literacy – NAPLAN Year 7

![Percentage in bands: Year 7 Reading](image)

- Percentage in Bands
- School Average 2008-2011

![Percentage in bands: Year 7 Writing](image)

![Percentage in bands: Year 7 Spelling](image)

- Percentage in Bands
- School Average 2008-2011
The above graphs indicate the school average over the last three years continues to improve.

The 2011 results indicate that reading is a focus area of growth for the cohort.

There is no comparable data for the writing as there was a change in text types, from narrative to persuasive texts.

**Literacy - NAPLAN Year 9**
The above graphs indicate the school average over the last three years continues to improve.

The 2011 results indicate that spelling and grammar and punctuation are focus areas of growth for the cohort.

There is no comparable data for the writing as there was a change in text types, from narrative to persuasive texts.

**Numeracy – NAPLAN Year 7**

The above graph indicates 2011 Year 7 Numeracy performance shows that progress has been maintained against the performance of prior years.

The above graph indicates that our 2011 cohort performed at a similar level to past cohorts. It should be noted that the percentage of students who attained the top band (Band 10) has increased. Pleasingly, student Numeracy growth continues to be above that of both State and like school groups.

**Progress in literacy**

Percentage of Year 7 students at Swansea High School achieving at or above national minimum standard in 2011 in the following literacy areas are: Reading 97%, Writing 81.2%, Spelling 97% and Grammar and Punctuation 90.1%.

Percentage of Year 9 students at Swansea High School achieving at or above national minimum standard in 2011 in the following literacy areas are: Reading 88.1%, Writing 76.7%, Spelling 87.6% and Grammar and Punctuation 82.6%.

Swansea High School is continuing with the year 8 Literacy program one period a week. The data from 2011 indicates to the school
which focus areas are required to improve on these results.

Year 9 students will sit a Trial NAPLAN test in Week 9 of Term 1 and valuable feedback will be provided to the students and class teachers in the lead up to NAPLAN 2012.

**Progress in numeracy**

Swansea continues to maintain its two pronged numeracy focus. Firstly, to reduce the number of students who are not meeting minimum numeracy standard. Secondly, to also assist more students to achieve high levels of numeracy proficiency.

Swansea continues to successfully apply this policy 2011 attaining numeracy growth in Year 9 that outstrips growth of both State and like school groups.

While we are pleased that approximately 93% of our students in both Years 7 and 9 have achieved minimum standard for numeracy in 2011 we are also acutely aware that approximately 7% did not. We will continue to work closely with these students in particular in order to assist them to achieve the minimum standard for numeracy.

**Minimum standards**

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>97.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.9</td>
</tr>
</tbody>
</table>

**School Certificate**

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

Our School Certificate performance in 2011 was in line with trends in our SSG with a total of 102 Band 5 and 6 (the highest two levels) attained.

**English**

A high percentage of student achieved band 4 and 5. In these areas Swansea High School outperformed the SSG and was above the 5 year average.

**Mathematics**

Students in Mathematics at Swansea High School, performed in all bands. 26% of students scoring band 4 or above with 98% of students scoring between band 2 and band 5.
Swansea High School performed significantly above the SSG in bands 5 and 6. There were no band 1 students in 2011. Similar to the SSG in bands 2 and 3.

Australian History and Geography

In both History and Geography, performance was in line with the SSG. The majority of students achieved at bands 3 and 4.

Computer Skills

Performance in the computer skills test mirrors that of the SSG, with over 99% of students achieving competent or highly competent.
School Certificate relative performance comparison to Year 5 (value-adding)

Science showed positive growth from Year 5 to the School Certificate.

Value adding data presents a challenge to Swansea High School in identifying strategies to enhance student learning and engagement.

Higher School Certificate

HSC data shows that students at Swansea High School performed at similar levels to previous years and outperformed the SSG in a high percentage of subjects.
In 2012 our Higher School certificate value-adding was below SSG Average in each of the three areas. It was uncharacteristically low in the high area.

**Significant programs and initiatives**

**Information and Communication Technology**

2011 was the third year for the implementation of the Digital Education Revolution. All students in Year 9, 10 and 11 have now been issued with a netbook for their personal use at school and at home. During the year, five additional teachers also received netbooks increasing the total to 36 staff with DER netbooks.

Significant professional development activities and opportunities were delivered in 2011 to increase the ICT skills of the teaching staff at Swansea High School. Planned activities were incorporated into individual faculty meetings and staff development days.

The school’s Moodle site continued to be developed in 2011. Areas of growth included the:

- migration of the school’s internet site to merge with our Moodle site
- accumulation of a range of online courses for Year 9, 10 and 11 students, catering for the increased use in netbooks
• construction and refinement of online courses in many Preliminary and HSC subjects
• delivery of revision and homework activities online
• development of Professional Learning resources for teaching staff
• creation of shared resources for the local primary schools
• provision of guest access for many staff from other high schools to facilitate their professional development.

Interactive white boards were installed in another three teaching spaces delivering the capacity to display live internet sites, video, animation and instructional interactive software on a large touch screen in eight classrooms. Large LCD televisions were also installed in three English teaching spaces facilitating the presentation and in depth study of prescribed texts and film.

The school’s curriculum server and operating system were renewed in 2011 with a managed Hunter Central Coast Windows 2008 solution. The system has been functioning well and has delivered efficiencies to both teaching and administrative staff. Students will be migrated to the new system in 2012.

Aboriginal education

2011 was an exciting and highly productive year at Swansea High in relation to Aboriginal Education. It was my privilege to work as Aboriginal Education Coordinator. I felt honoured working with Aboriginal students, parents and community representatives last year. Our Aboriginal students are an inspiring group of people with diverse talents and capabilities who are actively involved in our school community.

I would first like to mention a number of initiatives which took place in 2011 which assisted in educating all students about Aboriginal Australia. Ms Coburn organised for Ms Buckley and a number of local Aboriginal parents to work with a number of our talented Aboriginal students and local primary school students to create three beautiful murals which celebrate our shared history here at Swansea and Caves Beach. These murals are now proudly displayed at the front of our school.

In addition Mr Tait through the PACE program organised eighteen Aboriginal and Non-Aboriginal students from Year 8 and 9 to take part in a twenty-five kilometre hike from Brisbane Waters National park. (Girrakool to Patonga) This initiative was designed to develop teamwork between Aboriginal and non-Aboriginal students.

Another popular event was the attendance of an Aboriginal performer from the Northern territory showcasing a unique instrument called the Didgeribone which fuses the traditional sounds of the didgeridoo with modern electronic sounds.

Furthermore in 2011 as a school we continued to focus on improving the learning outcomes of our Aboriginal students; in particular improvement in both literacy and numeracy skills. Using Norta Norta funding we were again able to operate an after school Learning Hub as a resource to support the learning of all Aboriginal students within our school community. In addition we also provided small group tutoring in literacy and numeracy for Aboriginal students who performed below state benchmarks in NAPLAN. We took a systematic approach by developing a specialised program for each individual student based on DEC’s NAPLAN item analysis. I believe the success of this program is evident in the 2011 Year 9 NAPLAN data which demonstrated significant growth. (All Aboriginal students in Year 9 experienced significant growth in numeracy/5 out of these 7 students exceeded the expected rate of growth. All Aboriginal students in Year 9 experienced significant growth in spelling, reading and language structure/ 5 out of these 7 students exceeded the expected rate of growth)

Finally we endeavoured last year to strengthen our ties with Aboriginal parents by trialing a new model for PLPS to be developed for each student – with the PLP process occurring both at the end of Term 1 and again in Term 4. This allowed us to set learning goals with Aboriginal students and caregivers early in the year and towards the end of the year reflect on the progress of these goals. I am happy to report that many parents expressed their appreciation of the opportunity to become more actively involved in their students’ education and it is great to see that more caregivers attended these important PLP meetings This demonstrates the strong
commitment Aboriginal parents at Swansea High have towards their students' education.

Looking forward to 2012 where myself and Mr Smith will again make a commitment towards focusing on educating all students about Aboriginal Australia, improving educational outcomes for all Aboriginal students and forging stronger links between school and our local Aboriginal community. We are lucky to have been given the opportunity to attend local AECG meetings to enable us to work with local Aboriginal community members. The success of all our Aboriginal programs will depend on forging stronger links with Aboriginal parents and community members. We would welcome increased parent involvement and attendance at local AECG meetings from both students and parents. If any Aboriginal parents are interested in getting involved I would welcome hearing from them. This year I look forward to building on the progress gained in 2011.

Barbara Davis (Aboriginal Education Coordinator)

Multicultural education

Swansea High School fosters an understanding of multiculturalism through a range of curriculum experiences across KLA areas which include the active implementation of themes of understanding about multiculturalism.

The school welcomes students from a range of cultural backgrounds, and this provides the opportunity to re-affirm our Anti-racism policy. The number of students from multi-cultural backgrounds is gradually increasing with the changes to the Australian Population

Other programs

Environment and sustainability

Environmental education at Swansea High School took a leap forward with its approach to support the sustainable global environment. The installation of Solar panels on the school library roof is contributing strongly to environmental education at the school. We are reducing our carbon footprint and the electricity produced by the solar panels is reducing the quantity of carbon produced electricity used at the school.

In addition classes can access information which outlines the quantity of electricity that is being produced on any one day. Environmental education reflects a range of experiences across the key learning areas and the involvement of students in improving the school environment by establishing new garden areas to attract local bird life.

Gifted and Talented

Swansea High School continued to cater for its gifted and talented student through a variety of leadership and curriculum programs. We have many students involved in talented sport programs and students who achieve in speaking competitions. Within the curriculum area we foster the Enrichment class, encouraging student to maximise their talents. We continued the program of working with selected gifted and talented students from Year 5 Galgabella school enhancing the leadership program.

Duke of Edinburgh

The Duke of Edinburgh Award is an international leadership in action program. It is all about personal challenge, fun, adventure and a chance to learn new skills whilst helping others.

This Award program was established at Swansea High School by Mrs Hine in 2007 and to date has involved over 120 students graduating with their Bronze Award. The leadership program motivates young people to set challenges for themselves and pursue a physical recreation activity, learn a new skill, volunteer in the community and complete two outdoor adventures.

The adventurous journey section of the Bronze Award involves students meeting regularly and gaining new skills in outdoor education areas such as navigation, map reading, wilderness first aid, planning and preparation for expeditions, group management and team building skills.

Swansea High DOE program is coordinated by staff members Mr Jason Tait and Mr Michael
Casey with support from Miss Olivia Thompson. These staff members have a passion and enthusiasm for the outdoors which they have passed on to participating SHS students. Mr James Norman from the Caves Beach Baptist Church is also a strong supporter of the adventurous journey section of the award, assisting with training, providing transport and coordinating activities when on camp.

Fundraising by award participants with some financial support from the P&C has assisted with the purchase of trangia cookers, new backpacks and personal safety and navigational equipment.

Participants enjoy two overnight hikes to qualify for their adventurous journey award. Students experience hiking in the Brisbane Waters National Park (Great North Walk) and Dharug National Park, both of which are located on the Central Coast.

In 2011, 24 students successfully completed their training and qualifying expeditions in gaining their Bronze Award. The camps were a great success whereby students demonstrated their skills in navigation, leadership and teamwork.

The popularity of the DOE program will continue into the future, providing opportunities for SHS students to acquire and develop new skills, use their initiative to problem solve and improve self esteem. It is hoped that these qualities assist SHS students become more confident and capable community members.

**Progress on 2011 targets**

**Target 1**

Year 7 to 9 literacy growth, and Year 7 to 9 numeracy growth, as represented in SMART data package, is at least 5% above state performance.

Our achievements include:

- Target was achieved and exceeded for numeracy with a growth of 8% above state DEC growth rate.
- Literacy growth targets were not met, with growth significantly lower than state in spelling, grammar and punctuation and reading.

**Target 2**

All School Certificate test results achieve a z-score greater than -0.1 to reflect state performance.

Our achievements include:

- Target was not achieved in 2011 for any of the School Certificate subjects.

**Target 3**

Value added for all HSC courses is above -2.0.

Our achievements include:

- In 2011 six subjects achieved a value-added greater than -2.0.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of programs that support well-being in the school.

**Educational and management practice**

In 2011 four members of the executive received training in the internal review process. A number of key evaluations were carried out in 2011. Well-being was determined to be a key focus area.

**Background**

Evaluations included reviewing the documentation and policies that support well-being in the school. Student, staff and parent surveys were conducted and student focus groups were formed to receive their feedback.

**Findings and conclusions**

Among the findings was a clear indication that we do not recognize students’ classroom effort as regularly as we should. It also highlighted that classroom rules may not always be established at start of the school year.
Future directions
We will focus on establishing consistent classroom rules at the start of each semester. Our commendation system will be reviewed and improved. Systems will be established to ensure that there is an increased focus on recognizing students for their efforts and adherence to school rules.

Curriculum
Background
In keeping with our school policy of carrying out a review of programming for one faculty per year, in 2011 the Science faculty was reviewed.

Findings and conclusions
This review was carried out by the Head Teacher TAS and the Head Teacher HSIE. The review found that all programs meet the DET requirements and are evaluated regularly by the Science faculty.

Future directions
Those reviewing the programs were particularly impressed with the embedding of Literacy and Numeracy resources throughout the courses. The newly implemented Marine Studies Program has been a successful addition to the Science programs.

Other evaluations
Two other major evaluations that were carried out in 2011 were the Team Leadership for School Improvement (TLSI) Analytical Framework and the Healthy Schools Healthy futures surveys. The TLSI survey results have provided the school with some strategies to help improve literacy and numeracy throughout the school and have been incorporated into our 2012 – 2014 plan. Extensive surveying of students, parents and staff have provided us with some base-line data at the start of our Healthy Schools Healthy Futures program, so that we can measure the effect of the resilience programs that are developed within the school.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

We have once again carried out a Quality school Life survey to measure student satisfaction with their time at school. The vast majority of students surveyed indicated that they believed that their teachers treat them fairly. 83% indicated that the things they learn at school are important to them. It was a concern that a reasonably high level of students indicated that felt depressed and a small number (18%) indicating that they don’t get involved in their schoolwork.

Professional learning
Funds were allocated in DET mandatory areas of Welfare and Equity, Career Development, Syllabus Implementation, Literacy and Numeracy, ICT, Beginning Teachers and Quality Teaching. School Development Days were attended by all staff and focused on providing staff with skills and understanding of instructional techniques that had a high probability of improving student outcomes. This has now been linked to teaching resources with a focus on Year 7 and 8 curriculum.

In 2011 all staff participated in professional learning activities. They accessed a variety of professional learning opportunities including workshops, conferences, video conferences and regional Head teacher Network meetings provided outside of the school, along with a large amount of “in-house” training. This focused mainly on instructional strategies and the use of ICT to improve student outcomes across all year groups.

While the total expenditure on professional learning in 2011 was $28,013 the average expenditure per teacher on professional learning was $560.
School planning 2012—2014

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

School priority 1 – Curriculum and assessment

Outcome for 2012–2014

- An increase in the use of formative assessment to improve student learning outcomes
- High level of teacher confidence and proficiency in applying the Quality Teaching Framework to teaching the Australian Curriculum

Targets to achieve this outcome include:

- Increase the number of staff implementing assessment action plan with a focus on formative assessment from 0% to 100% by the end of 2012
- All KLAS using a common programming format that includes QT mapping and programs that reflect new NSW syllabi to have scope and sequence drafted, along with draft year 7 programs completed by the end of 2012

Strategies to achieve these targets include:

- Structured Teacher Professional Learning program related to formative assessment
- Key learning areas to apply the Quality teaching model to their program writing
- Programs to be developed reflecting New syllabi once these have been published and staff have received training.

School priority 2 – Engagement and attainment

Outcome for 2012–2014

- Development and delivery of a significant, academically rewarding curriculum for all students
- Increased student engagement

School priority 3 – Literacy and numeracy

Outcome for 2012–2014

- Improvement in student outcomes in NAPLAN and HSC
- Reduction in the performance gap between indigenous and non-indigenous students.
- Improvements in attendance and retention

2012 Targets to achieve this outcome include:

- An increase in students feeling that they get involved in their work by 10% from 81% in 2011 (QSL result) to 89% in 2012.
- Improvement in value-added HSC results from zero subjects above average in 2011 to 5 subjects above average in 2012
- Increase in the number of students staying on from Year 10 into 12 by 10% from 51% in 2011 to 56% in 2012
- Increase in attendance rates by 2% from 88% in 2011 to 90% in 2012.
- Improvement in Aboriginal student mean performance in NAPLAN by 5%.

Strategies to achieve these targets include:

- Develop succinct goals and teach students how to set goals
- Trial Blackboard Configuration in the school
- Increase the focus on gifted and talented education and curriculum differentiation.
- Effectively incorporate ICT to improve learning.
- Use the Lesson Study model to help improve Teacher Professional Learning.

Increased levels of literacy / numeracy achievement for every student as indicated by the incremental targets for each year.

Targets to achieve this outcome include:

Literacy – Increase in literacy average growth in Year 9 to equal to NSW DEC in all areas of literacy 2012

Numeracy – Increase in Numeracy NAPLAN average growth from 8% above NSW DEC in 2011 to 10% above NSW DEC in 2012
Strategies to achieve these targets include:

- Introduce a school-wide approach to the teaching of Newman’s prompts.
- Increase the use of cross KLA approach to the teaching of literacy and numeracy. With KLAs having targeted areas to focus on.
- Writing to continue to focus on guided, modeled, independent approach.
- Introduce an evidence-based approach to the teaching of literacy across the school.

School priority 4 – Well-being

Outcome for 2012–2014

- Increased positive behaviour
- Improved relationships between staff and students
- Improved student and staff well being
- Increased resilience among staff and students

Targets to achieve this outcome include:

- Improvement in HSHF overall resilience scores by 10%
- Increase in staff recognising good behaviour by 20%

Strategies to achieve these targets include:

- Increased opportunities for leadership across the school
- Incorporation of Mind Matters in teaching programs.
- Implementation of the Healthy Schools Healthy Futures program
- Implement the National Safe Schools Framework
- Improve the school commendation system
- Refine the Positive Behaviour for learning program.

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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