Principal’s message
The end of Term 1, 2012, saw our relieving Principal, Greg Smith, leave Swansea High to take up a substantive Principal position at Banora Point High School. He has left a wonderful legacy of teamwork and teaching and learning on which to build. As the relieving Principal for the remainder of 2012, I have witnessed progress and success in a number educational experiences for our students.

Our academic results in 2012 were outstanding with the highest ATAR achieved being 98.5. Four more students achieved ATARs in the mid-nineties. Furthermore, thirty three percent of results in the 2012 HSC, were within bands five and six. These are the highest level of achievement. These results further reflect the depth of success of our students. This provides firm evidence to support the quality of the teaching and learning partnerships that exist between teachers, students and parents/carers within Swansea High.

Our Galgabba Aboriginal partnerships were celebrated with the very successful Minimbah Partnership Signing Ceremony and Aboriginal programs were enhanced with the introduction of Brospeak, a dance program, indigenous games, community dinners and a Didgeridoo workshop.

The volunteering culture at Swansea High continues to flourish with a number of students achieving the highest level in volunteering, the Opal Award. In addition, three students have received NSW Volunteering scholarships for their extensive contribution to the school and community.

The focus continued on supporting gifted and talented students across the Galgabba Learning Community. The combined Galgabba Night of Notables was a very successful culmination of the gifted and talented program undertaken in each partner school.

The formation of the Karakal and Tirriki classes in Stage four has also been a highlight of the year with classes formed to meet the individual needs of 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.

Robyn Leggatt
Relieving Principal

P & C and/or School Council message
The P&C has enjoyed another successful year with involvement across a range of areas at the school. These include school management, student learning and community partnerships. The P&C, through the efforts of the canteen staff and its many volunteers, have been able to provide funds for new initiatives and the overall benefit of the school, its staff and its students.

I would like to thank the teaching staff, office staff and support staff for their continued service to the school. I would also like to thank the P&C committee members for their efforts in making the year a success. I hope the P&C can continue to support the school in its endeavours.

Student representative’s message
During 2012 members of the Student Representative Council (SRC) participated in many leadership opportunities. These have included attending regional SRC meetings and attending the Young Leaders Day. A highlight of the year was the selection of Joshua Wheatley as a delegate representing Hunter Central Coast Region at the state SRC conference. The SRC participated in community events including the local Anzac Day March. Our School Captains and Prefects represented our school in the following ceremonies; Anzac Day, Remembrance Day and the Merchant Mariners Memorial.

The SRC has been focused on improving the quality of school life for all students by participating in the community working bee to repaint outdoor areas and the boys toilets, with funds raised from a mufti day donated towards the cost of this project. The SRC has also held a talent quest to provide an opportunity for students to perform, as well as a school social. Members of the SRC assisted with holding 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.

We believe that by modelling excellent standards of application, behaviour and dress, we 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.

Mat Hyland and Renae Wallis
2012 School Captains

**School context**

**Student information**

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

**Student enrolment profile**

Total student enrolment in February 2012 was 676. In Year 7 – 10 there were 486 students and Year 11 – 12 there were 190 students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
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<td>344</td>
<td>301</td>
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<td>314</td>
<td>313</td>
<td>325</td>
<td>339</td>
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</table>

**Student attendance profile**

The data for 2012 indicates that attendance rates have fallen slightly over the past year. The school’s average attendance rate for 2012 was 1.3% lower than the regional level of 88%.

Whilst attendance rates for Year 7, 8 and 12 students are above the regional averages, rates for students in Year 9, 10 & 11 are on average 3% lower than their regional counterparts. A small number of school refusers in Year 9 have significantly skewed the attendance results.

A 3% improvement in year 12 attendance has been the direct result of curriculum measures implemented to address senior attendance. The measures include:

- Industry Based Learning programs
- SBAT opportunities
- Community services programs
- Additional timetabled VET classes
- Opportunities to study TAFE courses
- Enrolment in Correspondence courses

### Historical attendance data

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>7</td>
<td>94.0</td>
<td>92.7</td>
<td>91.9</td>
<td>91.8</td>
<td></td>
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<td>8</td>
<td>92.4</td>
<td>89.0</td>
<td>89.3</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>89.3</td>
<td>87.6</td>
<td>86.4</td>
<td>83.8</td>
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<tr>
<td>10</td>
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<td>84.8</td>
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<td>11</td>
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<td>87.7</td>
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<table>
<thead>
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<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>91.5</td>
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<td>11</td>
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<td>88.7</td>
<td>87.7</td>
<td>88.0</td>
<td></td>
</tr>
</tbody>
</table>

### 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,
- Parent interviews
- HSLO intervention
- Case management of students

### Post-school destinations

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

- 22 were enrolled in University Bachelor degree (31%)
• 1 was enrolled in a University entry program (1.5%)
• 6 were enrolled in TAFE (8.5%)
• 3 were in apprenticeships or traineeships (4%)
• 2 were in full time employment (3%)
• 51 were in casual employment (includes students enrolled in TAFE / University) (72%)
• 4 were job seeking (6%)
• 5 did not supply a destination (7%).

Year 12 students undertaking vocational or trade training
The percentage of Year 12 students undertaking vocational or trade training was 41%.

Year 12 students attaining HSC or equivalent vocational educational qualification
In 2012 there were 70 students who completed their HSC.

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>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>31</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.282</td>
</tr>
<tr>
<td>Total</td>
<td>51.582</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 2012 there was only one member of staff who transferred to another school. One teacher retired after teaching at Swansea High for many years.

Teacher qualifications
All teaching staff met 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>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
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</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>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>257556.90</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>1176198.27</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>78497.16</td>
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<tr>
<td>Excursions</td>
<td>40408.99</td>
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<tr>
<td>Extracurricular dissections</td>
<td>78010.84</td>
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<tr>
<td>Library</td>
<td>6952.28</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Balance carried forward</td>
<td>296322.26</td>
</tr>
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</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent
School performance 2012

Achievements

Arts
Creative and Performing Arts were an area of great success. Of the five students who attempted the HSC Art course, two students received a band 6, and three received band 5. Two student’s works were chosen for Art Express (Josie Stevens and Sharna Stephens) and one for the Hunter Region Exhibition (Janaya Matheson). Josie’s work was chosen to hang in the NSW Art Gallery in pride of place at the entrance. Her talent was recognized through the award of the most prestigious Julian Ashton Scholarship. This scholarship is for twelve months tuition at this highly regarded art school.

Our Dream Night performance was a huge success and a wonderful vehicle to showcase the musical, dance and drama talents within the school. Miss Julia Enks and her Year 11 Drama students successfully produced Dream Night 2012, titled The Evolution of Technology. With guidance, the students researched, planned and stage managed the performance.

The Year 11 students were supported by many talented students in drama, dance and music. The junior Drama classes performed pieces that they created to support the theme of technology.

Mr Darnbrough’s expertise in lighting and sound was supported by a number of technically minded students.

Dream Night was once again well supported by the Swansea High School community with outstanding ticket sales.

Swansea High was also represented in the solo performers of Star Struck with Peter Perry playing guitar.

Sport
2012 saw our school compete in 24 State Knockout competitions, while success in these games was limited the students all gave their best and were fine ambassadors for our school. We also participated in the Premiers Sporting Challenge for the third year and now have a number of students trained as sporting leaders.

Our under 16 Rugby League team reached the Regional Final in the Knights Knockout and were unlucky to be beaten by a private school.

Both Georgia McConville and Tiarn Stubbs were awarded Hunter Region Blues for Water Polo at the region’s annual Sports Award Day.

For the first time in a long time our Sport Person of the Year award went to a student in Yr 7 – Grace Sedgman. Grace represented Hunter Region at CHS level in both Swimming and Cross Country and was an enthusiastic participant in a variety of other sporting activities over the year

Other

Public Speaking and Debating

Swansea High School is reinvigorating a public speaking and debating culture. An increasing number of students are participating in a variety of public speaking and debating competitions.

The competition year began with Year 12 students participating in the Lions Club Youth of the Year Competition. A group of six students participated in the process which consisted of a lengthy interview in front of a panel, two impromptu speeches and a prepared speech on a topic of their choice. Lisa Butson won the local and zone sections of the competition and as part of her prize enjoyed a camp with other section winners.

Year 10 and 12 students participated in Model United Nation’s Assembly debates where they took on the persona of a particular nation and presented arguments as that nation.

Miss Enks coached the Year 10 Premier’s Debating Challenge team and Mrs Bates the Years 7/8 and they both came away with two wins and one loss. Miss Enks also coached a number of students who participated in the United Nations Public Speaking Competition which was held at Newcastle High School.

A Public Speaking Workshop was held at Swansea High School. Twenty students from Year 7 to 10, participated in the one day workshop and
competed in the inaugural school-based competition. Mrs Bates and a team of Year 8 students participated in the Newcastle University Debating Competition held at the Ourimbah Campus. The students debated against 3 teams and their skills and preparation were rewarded with two wins and one loss. The interest in academic competitions is supporting our students in improving their written and oral communication skills.

**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)

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter Swansea High in the *Find a school* and select *GO*. 
Progress on Reading and Numeracy

Swansea High School achieved outstanding results in both Years 7 and 9 for both Reading and Numeracy in the 2012 NAPLAN.

The SSG represents an average of schools similar to Swansea High School. Swansea High School outperformed this benchmark in all four areas.

The School Average is a measure of past Swansea High School performance. The school’s 2012 NAPLAN result exceeded this benchmark in three of the four areas with the Year 9 Reading result only fractionally below.

It is our intention to continue to build on these already impressive results in 2013 NAPLAN and into the future. There are a number of programs, including the Super 6 Comprehension strategies, in place to support our students in this endeavour.

Higher School Certificate

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).

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. A number of subjects performed at or above state levels. The students at Swansea High School achieved 17 Band 6’s and 67 band 5’s in the Higher School Certificate. This equated to approximately 33% of results in these higher bands.

The results of the highest performing students in the 2012 HSC were outstanding with Josie Stevens attaining an ATAR of 98.5. Another four students achieved ATARs in the mid-nineties and a further two at 89. These provide sound evidence that a positive partnership between students who are well supported by parents and teachers can achieve great outcomes at Swansea High.
Significant programs and initiatives

Information and Communication Technology

The Digital Education Revolution’s (DER) fourth year of implementation was concluded in 2012. All students in Year 9, 10, 11 and 12 have now been issued with a netbook for their personal use at school and at home. The majority of teaching staff have also been issued with netbooks. A modified DER program will continue for one more year in a different format and be finalised in 2013.

The school’s moodle site was migrated to Moodle 2.3 in 2012, offering an easy-to-use interface for all users, with 24/7 access to online curriculum content, homework and assignments. The school’s internet site is now fully incorporated into our moodle site and offers access to general information, newsletters, the school calendar and faculty details for parents and guests.

Student accounts for the curriculum server and moodle access were synchronised with their Department of Education and Communities (DEC) standard portal account this year. “One username, one password” was finally realised in 2012 for students and staff.

A new software package for producing scholastic reports was trialled by the staff in Semester 2, 2012. The Year 7 final student reports for 2012 were successfully completed using this package, with the aim for full implementation in 2013. Benefits of the system include a centralised database and the ability to complete reports online at home. A new welfare software package was also developed and implemented in Semester 2 with the outlook to full implementation in 2013.

Further interactive white boards were installed in 2012, adding to the schools’ capacity to display live internet sites, video, animation and instructional interactive software on a large touch screen in fourteen classrooms.

Three large LCD televisions were installed in public areas within the school to be used as general communication devices. Students found
the screens to be informative and entertaining with collections of photographs being displayed after excursions, camps and sporting events. Notices of upcoming events, examinations, vaccinations, dances etc. are displayed throughout each term.

The school’s computer network infrastructure was upgraded in 2012 with the purchase of four Gb switches to provide fast internet access from all desktop computers. A purpose built backup server was also purchased to provide regular and secure backups of the schools’ data files.

Three staff members trialed the implementation of ipads in the classroom this year. It is early days for tablets in education, but initial findings have been positive. Future developments in this area may see the implementation of BYOD (Bring Your Own Device).

Aboriginal Education

It has been an exciting and busy year in Aboriginal Education at Swansea High School. As the new Aboriginal Education Coordinator, I have had the pleasure of working with and getting to know our Aboriginal students, families and community. Our Aboriginal Education Team of Lauren Anderson, Lidija Nenad, Todd Anning, Jacqui Charlton and I worked hard to increase the profile of Aboriginal Education, establish relationships with our local community, connect with and provide further opportunities for our Aboriginal students.

Our Aboriginal students’ results in NAPLAN were outstanding, with students performing close to state DEC results. This is a wonderful result. This meant, however, that Junior Norta Norta funding for 2013 was not available for Swansea High, as the level of funding is based on those students who do not perform as well as expected. In 2012 we did not have any students in this category in years 7 and 9.

Our school began the year by hosting the local Minimbah AECG Partnership Signing Agreement which was attended by Galgabba students, parents and community members. The Partnership Agreement is a statement of intent, defining how the Minimbah Aboriginal Education Consultative Group and the NSW Department of Education and Communities will work together within Minimbah AECG boundaries to improve Aboriginal Education for our students.

NAIDOC Week was a big success. Our students were trained to become Traditional Aboriginal Games Leaders by the NSW Department of Sport and Recreation and attended our Galgabba Primary Schools to teach over 250 students Traditional Indigenous Games. An Aboriginal Art Day was also held as well as a red black and yellow out of uniform day to raise support for the establishment of a Junior AECG in 2013.

Our quarterly newsletter for Aboriginal families – the “Swansea High School Tatong” (Awabakal for news) was established to celebrate the achievements of our Aboriginal students and inform parents of upcoming Aboriginal Education initiatives including the new PLP process of family BBQs. The Aboriginal Girls Dance Group performed for the first time at the Aboriginal Parents and Families Christmas BBQ. The girls created their own costumes and choreographed the dance around the rich traditional Aboriginal heritage of the Swansea area.

The PACE program coordinated by Jason Tait was again successful in its second year of operation. The program involves Aboriginal and non-Aboriginal students walking a twenty-five kilometre bush trek. This initiative develops respect, cooperation and teamwork between Aboriginal and non-Aboriginal students.

The Swansea High School Indigenous Student Leadership Award was established in 2012 to honour and celebrate the achievements of our Aboriginal students who continue to represent their fellow peers on the Student Representative Council and students who are positive role models for younger students. Congratulations to Chloe Anning for winning this award.

Other notable 2012 initiatives include Year 6 Aboriginal Students Days, Aboriginal cultural performers, attending excursions including the Indigenous Jobs Market, Bahtabah Land Council and the Kurra Kurrin Petrified Forrest celebrations.

It has been an honour witnessing our students grow, achieve and be proud of their culture.
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

Environmental Education for Sustainability

Environmental education at Swansea High School continues to support a sustainable global environment. The Solar Panels on the school library roof are 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. During the month of October 2012 for example the solar panels produced 279.27kW which led to a reduction in Carbon Dioxide by 195.49kg. The peak power produced was 4.86kW which was impressive. In addition classes can access information which outlines the quantity of electricity that is being produced on any one day.

The school also undertakes a number of other projects and initiatives in trying to minimise our impact on the environment. For example, a large number of light switches in the school have timers attached to help reduce electricity costs when unoccupied. Also, Swansea High School continues to use the water collected in the rainwater tanks for gardening. This has reduced the total water usage in the school which is beneficial to the environment.

Students are encouraged to use the waste paper recycling boxes located throughout the school, to reduce waste.

Environmental education reflects a range of experiences across KLA areas. Students have been involved with the improvement of the school environment, with the support of parents from our school and the wider Galgabba community in our working bee to improve the gardens and general areas. Students have also supported the development of garden areas, to attract local bird life.

During 2012 a group of committed students continued their involvement in the Volvo Environmental Challenge. They received a Highly Commended for their work in raising awareness of environmental issues including climate change and sea level rise. These students are looking forward to mentoring a new team to continue on the work they have started.

Authentic Assessment

In 2012 all year 10 students undertook an employment related course to provide experience in the development of a resume, as well as skills for the interview process. Students were provided with an opportunity to participate in a mock interview. The panel included a teacher, a student from year 9 and a member of the community. The community members were invaluable as they added the real world dimension as they had a wealth of experience to share with the students. A large percentage of students completed the interviews and the feedback was positive. Students rose to the occasion and most arrived punctually, dressed appropriately and had prepared responses. Those who did not, gained constructive feedback and some asked for additional information to improve their understanding and performance for the next interview they will undertake, most likely in the real world for employment.

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 150 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 hiking tents, first aid kits 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 2012, 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.

This year the Duke of Edinburgh program expanded allowing students to gain their Silver Award for the first time. These participants completed expeditions over 3 days and 2 nights testing their skills and experiences learned from the Bronze Award.

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 2012 targets

Target 1:
- 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.

Our achievements include:
- staff developing formative assessment approaches met
- QT common programming approach delayed to coincide with the implementation of Australian National Curriculum in 2014.

Target 2:
- 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%.

Our achievements include:
- four subjects above State average with two additional, close
- an improved retention rate of 62% from year 10 to 12
- Aboriginal student performance greatly improved to close or equal to that of State growth for all students.

Target 3:
- 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.
Our achievements include:

- literacy growth was above state average in all aspects of literacy (reading, spelling, grammar and punctuation)
- numeracy growth was equal to state average in number, patterns and algebra and close for data, measurement, space and geometry.

Target 4:

- improvement in HSHF overall resilience scores by 10%
- increase in staff recognising good behaviour by 20%.

Our achievements include:

- number of awards presented in achievement assemblies increased by 300%
- increase in number of commendations received by Deputy increased by 40%
- teachers awarding two merit certificates per week.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our gifted and talented and support programs.

Background

Evaluations included analysing the data related to students at the upper end of academic achievement and those at the lower end of the spectrum. Teachers, parents and students were consulted in the evaluation process.

Findings and conclusions

It was determined that a significant percentage of students at the upper end of academic achievement did not attain the growth expected in the years from 7 to 9. Also, the number of students in the lower end of academic performance, were over represented in behaviour and disengagement statistics.

Future directions

A stage 4 enrichment class has been developed to bring together the gifted and talented students in years 7 and 8 to provide a like-minded group of students. The intention is to provide a class where students are provided with opportunities to extend, and take control of, their learning. The same has been initiated in the lower end of the academic scale. The intention is to create a class with students who have similar needs which can be focused on more thoroughly.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A parent and community forum was held to determine opinions relating to the effectiveness of the well-being programs and engagement of students within the school. Staff opinions were also sought using a team approach to evaluation of the school plan.

The feedback from the forum indicated general satisfaction with the level of performance of the school in these areas but also provided input into strategies that could be implemented to improve the outcomes for students.

The staff forums were similar in that they provided a picture of general satisfaction with areas identified for improvement.

The areas identified included increasing the number of awards presented and developing proactive welfare programs. Explicit teaching of the values of the school and developing these into school clear processes and procedures was also identified.

Professional learning

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 and students with special learning
needs that had a high probability of improving student outcomes.

In 2012 all staff participated in professional learning activities. They accessed a variety of professional learning opportunities including workshops, conferences and video conferences 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. The total expenditure on professional learning in 2012 was $33,221 the average expenditure per teacher on professional learning was $755.

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 & 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 these outcomes include:

- increase the number of staff implementing assessment for learning to 100% by Dec 2013
- all KLAs using a common programming format to develop programs from new National Curriculum syllabus using Program Builder
- reduction in the number of N Awards by 30%.

Strategies to achieve these targets include:

- utilise the backward mapping booklet to develop new programs for Yrs 7 & 9
- focus on the use of Blooms Taxonomy, developing Higher Order Thinking, the use of instructional strategies and non-linguistic representations
- incorporate curriculum differentiation into programming
- TPL for assessment for learning.

School priority 2 – Engagement & Attainment

Outcomes for 2012–2014:

- development and delivery of a relevant, academically challenging, engaging curriculum for all students
- provide extra-curricular activities that challenge and engage students
- implement structures and processes that support positive behaviour and reward achievement
- improvement in student outcomes in NAPLAN and HSC.

 Targets to achieve these outcomes include:

- an increase in student feeling they get involved in their work by 10% as determined by the QSL survey
- reduction in the number of N Awards.
- improvement in HSC value added results
- increase in Yr 10 to 11 retention
- increase in attendance rates
- maintenance of Improvement in Aboriginal student mean performance in NAPLAN.

Strategies to achieve these targets include:

- develop a variety of teaching strategies to enhance student involvement and engagement including ICT
- develop CAPA program
- stage 4 GATs & Support class team to meet regularly to develop strategies
- develop strategies to differentiate learning
- explain the commendation scheme to staff, students and parents
- develop structures to encourage the implementation of the commendation scheme
- develop staff cultural competencies in
Aboriginal Education.

School priority 3 – Literacy & Numeracy

Outcomes for 2012–2014:

• increased levels of literacy & numeracy achievement for every student as indicated by incremental targets each year
• embedded whole school programs to support improvement.

Targets to achieve these outcomes include:

• increase in reading, spelling and grammar & punctuation in year 9 by 15% to decrease the gap between state Dec growth and Swansea High growth by 10%
• numeracy increase in Numeracy NAPLAN growth from 8% above DEC when they were in Year 7 to 10% greater than state growth when they are in year 9.

Strategies to achieve these targets include:

• audit literacy & numeracy inclusion in KLA Programs
• include literacy & numeracy in all programs linked to identified needs
• ensure that all staff are accountable for literacy & numeracy improvement Support students in wide reading
• introduce Super 6 comprehension strategies
• NAPLAN practice questions provided to each KLA to undertake.

School priority 4 – Well Being

Outcomes for 2012–2014:

• new staff inducted /New Scheme
• increased positive behaviour
• improved student & staff well being
• increased resilience
• improved attendance.

Targets to achieve these outcomes include:

• induction program implemented
• improvement in HSHF overall resilience scores by 10% from 2.9 to 3.2
• increase in staff recognizing good behavior by an increase in awards presented by 30%
• attendance improved by 0.5%.

Strategies to achieve these targets include:

• all new staff participate in formal induction program
• continue to develop specific positive and negative consequences for behaviour in various settings - Classroom, hallways, playground, bus shelter, travelling
• participate in MindMatters Training
• students conduct forums of all students groups, collate data and develop ideas for anti bullying / student resilience / support
• development of Indigenous programs.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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