Bellingen High School
Annual School Report

2012
Messages

Principal’s message

Bellingen High School (BHS) has something to offer for all students. Good teaching practices underpin all our efforts. Students make choices that reflect fairness and decency towards all members of the school community. Our aim is that all students in the respective communities should attend their local high school because it is their best educational option.

Our core values are unchanged. Our preparation of students recognizes their preparation as responsible citizens in the future and their current role as citizens. These roles are formally modelled through student leadership programs and working with community organizations.

Respect, decency and the consequences of choice are paramount.

It has been my privilege to be Principal of this wonderful school for the previous 15 years and I wish my successor well.

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.

Robert Stockton

P & C message

Anzac Day in Bellingen

The P&C is an integral part of the Bellingen High School community. We have a strong core of members, who give their continued support. P&C meetings have provided opportunities for voicing their opinions and concerns regarding issues related to high school.

P&C Day of action in Coffs Harbour

Achievements:

Information Sessions: the P&C have invited various staff members to present an overview of programs and curriculum. These sessions have included the Futures Program by Frieda Gorman and Jody Newhouse, the Creative and Practical Arts (CAPA) Faculty overview by Steve McNeil, the Technology and Applied Studies (TAS) Faculty overview by Ian Dillon, the Personal Development, Health and Physical Education (PDHPE) Faculty overview by Julie Taylor, and finally, the Work Readiness Program by Frieda Gorman. Frieda also presented the draft Anti-Bullying Policy that will be presented in its final format at the March 2013 Meeting.

Staff Member of the Month: the P&C continued with their program of nominating a Staff Member of the Month to be rewarded with $50.00 for their commitment to the school community. Staff members selected throughout 2012 were Lachlan Webb, Jude Henry, Sissiel Tuhi, Sharon Cayirlylys, Peter Richards, Sandra Tuhi, Anthony Cutler and Tom Gyenes.

Financial Support for students representing the school and region at State and National levels. Financial support was given to the Year 12 Trivia Night and to the making of a mosaic mural coordinated by Fiona McAulay. Financial support has been pledged to the Year 12 of 2012, initiative of signage for Bellingen High School.

Third Annual Thank You Luncheon was held in December. This was coordinated by Ros Tokley and was a huge success. Ros utilized the state of...
the art commercial kitchen facilities at Bellingen High School.

**Fundraising:** In 2012 the P&C held a BBQ at Bunnings that was coordinated by Lorraine Goolmeeze. It raised $452.00. The P&C ran a supper stall at the school musical. This was coordinated by Ros Tokley and raised $845.00.

**P&C Representatives** presented an overview of the Bellingen High School P&C, to the parents of Year 7 2013. Invitations were issued for the first P&C Meeting of 2013, with contact details provided to these parents.

**Raffle prize** for incentive for families to pay school contribution by the end of Term 1. With the prize offered being an iPod Touch, this was successful in encouraging early payment of contributions.

**An Extraordinary Meeting** was held in regards to the Department of Education and Communities “Every Student, Every School” initiative. Speaker from the Department was Robyn O’Neill. This was well attended by many parents, teachers and Principals.

**Community Day of Action:** “Every School Every Student” Bellingen High School P&C sent a small contingent with banners in hand to the community Day of Action – led by Carol Clarkson. We would like to thank the Principal Bob Stockton and Deputy Principals Dot Panaretos and Julie Taylor, for their dedication to the school community and their ongoing support of the P&C. We have appreciated their willingness to listen to, to work with, and act for, the parent body. We’d also like to thank all the P&C members for their valuable input and commitment to Bellingen High School P&C Association.

**Trish Kesby President, P&C**

**Student representative’s message**

2012 was a very interesting year for the Student Representative Council (SRC) of Bellingen High School. Student leadership has gone through, what seemed a natural transition due to two wonderful school captains, Danika Blackburn and Eli Cooper. These students led by example and showed the student body that working as a team helped everyone.

They were well supported by a group of enthusiastic Year 11 prefects as well as a group of community minded Year 10 students. A number of these students have been in the SRC since I took over as SRC coordinator about 5 years ago and can now comfortably run many SRC events and activities with minimal assistance from myself. Jemara Imrie and Oliver Baxtel were elected as captains towards the end of 2012, they have taken the representative group to a whole new level through their strong commitment to the role. One of the greatest joys of being the SRC Coordinator is sitting back and watching students reach their potential as confident aspiring leaders.

To conclude, I would like to thank Ms Hannah Jones for taking over as coordinator for fourth term and doing such a terrific, committed job. Her direction was also an important influence in the positive progression of the SRC.

**Donna Stanmore, SRC Coordinator**

**School context**

**Student information**

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

The student population has been declining gradually and is currently just over 600 students. While there is an increase of Kindergarten student numbers, the cohorts proceeding to secondary school have reduced dramatically and forward estimates indicate that trend will continue. There is no net loss to other education sectors and the percentage of students proceeding to BHS is excellent. However, over the last 10 years the number of core subjects in Year 7 has dropped from six classes to four classes. As those groups move through the school there will be further reductions in school size. Curriculum patterns still cater for the full range of students in both junior and senior years.

Student attendance profile

The rate of attendance by senior students is also poor. The introduction of compulsory school attendance for students under 17 years of age has not been matched by their participation in the school curriculum. Attendance in Year 12 is marginally better but the average attendance rate in Year 12 is just over 85% which equates to the loss of 30 school days over the course of the year.

The maintenance of attendance is the most costly program in terms of funds and administration in this school.

Use of data loggers in science

Management of non-attendance

The Academy Attendance Program records all absences including partial attendance. Records are maintained through an electronic swipe system for senior students. Junior students attend a formal roll call but they have the opportunity to electronically record requests for appointments and other partial absences.

All adjacent absences of at least two days generate an automatic letter to parents as do truancies, both whole day and partial. Students who have been identified as at risk are monitored in conjunction with the Home School Liaison Officer.

The SMS option is used to advise parents of fractional truancy and parents have appreciated the immediacy of that option.

The school has postponed expansion of electronic roll marking by class until a decision is made about the use of third party software in school organization. This decision is pending until the state wide changes to finance and administration are implemented.
The commercial kitchen in action

Post-school destinations

Local universities offered 61 places to our students largely due to the continued success of the early entry program. The breakdown of university offers is as follows:

Southern Cross University  33
University of New England  27
Griffith University     4
University of Technology Sydney 4
University of Newcastle   3
University of Western Sydney 2
University of Sydney      1
Charles Sturt University  1
Australian National University 1

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 64 Year 12 students, 21 students undertook Vocational Education and Training courses (TVET) in Information Technology and Hospitality. A further 17 students participated in TVET programs at Coffs Harbour Education Campus or Coffs Harbour TAFE. Two students completed the Entertainment course at Toormina High School. Three students were also involved in School Based Traineeships.

A total of 61 students were enrolled in a pattern of courses leading to the award of a Higher School Certificate in 2012. Three students elected to follow a pathways program where they spread their Year 12 courses over a two year period.

Captive audience assists with Year 12 fund raising

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>37.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</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>8.9</td>
</tr>
<tr>
<td>Total</td>
<td>58.3</td>
</tr>
</tbody>
</table>

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

Four indigenous workers are employed as temporary staff. They were originally employed under the Community Development Employment Projects (CDEP). They work in both outside and office positions and are highly valued personnel in the school.

Norta Norta funding allowed for one part time indigenous tutor and that is reviewed annually. It is based on indigenous students meeting national benchmarks. Funding also provides tutoring for senior students.

Staff retention

There were 3 changes to staff numbers through retirement.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</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.

Date of financial summary 30/11/2012

<table>
<thead>
<tr>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

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

Total funds available to this school have dropped dramatically since 2011. That primarily relates to the completion of the Trade Centre and the conclusion of the Guubuny Resource Centre which was a Jobs Australia initiative. The latter funds which were held at school also provided a higher quantum of interest in 2011.

The school operated canteen maintains a modest profit but the turnover has increased and this reflects its value to the school as a provider of healthy food, resources and school uniform. The quality of uniform compliance relies on affordable uniform which is always available in the canteen. Student assistance provides relief for families and an increasing number of students are assisted with meals, some on a long term basis.

Special function in Jenni’s cafe

Casual relief cost continues to be reduced and strategies to keep that cost low include combining classes and voluntary extra classes taken by staff. The sports program relies almost exclusively on voluntary staff taking extra classes.

Utilities have soared and this is an Australia wide phenomena. Currently, the school receives supplementation for casual relief and utilities as an annual allocation.

Maintenance costs have almost doubled but approximately 30% of that figure relates to the refurbishing of a demountable which was donated by the local hospital. The demountable allows for 10 music rehearsal rooms that are air conditioned.

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

The CAPA Faculty remain one of the departments with very strong HSC results. In 2012 the Visual Arts results contained two Band 6 results and two Band 5 results while Music contained a single Band 6 and six Band 5s.
The Clapper Awards this year provided a kaleidoscope of brilliant films from the past decade. This featured the amazing work of Sam Vallins, one of the schools most outstanding director/producers featured.

CAPA staged its very first Year 9 Evening which displayed the talents of many students. A drama presentation, short films, music and an art display entertained the audience and provided students with the opportunity to exhibit their talent.

The Musical Oliver was one of the highlights this year with Sam Vallins as Fagin, Robin Torrez-Day as Oliver, Teal Marshall as Nancy, Scotty Peters as Bill Sykes and Blaise Borrer as the Artful Dodger.

The Creative Arts excursions still remain an important event in our calendar because it provides students with unique opportunity to view outstanding art works and performances at the Sydney Opera House.

In 2012 Bellingen High School was ranked 5th in Australia for its outstanding digital photography by the Images Magazine.

Many individual as well as ensemble successes highlight this year’s music report.

Lachlan Wilkins, one of the most outstanding violinists to attend Bellingen High School, gained a position in the National Music Camp. This is the home of the Australian Youth Orchestra (AYO) which is one of Australia’s leading orchestras. Lachlan also was the winner of the David Helfgott Scholarship. He is the youngest to ever receive this award.

Our numbers attending State Music Camp were again very impressive with many students taking part. Positions at State Music Camp are very competitive.

The Schools’ Spectacular Orchestra contained three Bellingen High School students this year. They were Lachlan Wilkins on violin, Liam Mallinson on violin and Natasha Dyason on cello.

We had three amazing singers representing the school at the Talent Identification Program. Gina Balenzano, Phoebe Ponder and Savannah Reagan spent several days working with professional performers.

Many workshops took place this year, however the one that stood out was with the Song Company. Roland Peelman conducted a full day with our young singers who then performed at the Bellingen Music Festival.

2012 saw the arrival of the new music demountable which was donated by the Bellingen Hospital. Its arrival was quite spectacular with the use of enormous cranes it arrived in pieces and was carefully pieced together. It has nine practice rooms and a kitchen. It is expected to revolutionize the practice habits of the musicians as well as provide valuable teaching space for visiting instrumental teachers.

Our community performances continue with some notable presentations by the Regent Bower Quartet. They can be heard at weddings and
important events. The jazz band continues to impress audiences and was the focus group at the Bellingen Markets for the Jazz Festival.

Our interest in contemporary music continues as seen with the success of Smash Mystery who won the National E Track composition competition. The skill of these groups can largely be attributed to the classical training they received in early years.

As our talented students continue to develop their own skills, their contribution back into the community becomes more evident. These young players have a lot to offer and are now taking on teaching and tutoring younger students. Liam, Lachlan and Blake travelled to Armidale this year to tutor at the Regional Orchestral Workshop.

Bellingen Youth Orchestra has membership from local musicians as well as high school students. This year their success with David Helfgott at the Memorial Hall in December impressed the most critical of audiences. Their performance of the Greig A Minor Concerto along with a selection of movie music entertained a full house.

The reputation of Bellingen High School Music Department continues to strengthen and attract young musicians from around the region to share in the fun and challenges of achieving excellence in their performances.

**Sport**

It has been an outstanding year for Bellingen High School in the sporting arena. Over 200 students represented the school in a variety of competitions in a large range of sports. This high level of participation along with opportunities available to students within the school, demonstrates the value of sport to the lives of students at BHS.

Coonabarabran Equestrian Championships

The Mid North Coast (MNC) competition featured many students over several sports.

Sixty six students were selected to represent the MNC in a variety of sports.

Six students were age champions at MNC carnivals. They included:

- Brie Thomas - Athletics
- Katie Thorn - Athletics
- Andrew Trist - Athletics
- Lauren Winter - Cross Country
- Sarah Ludwig - Cross Country
- Karlie Swanson - Cross Country

Four teams were Mid North Coast Champions. They included:

- 12 years girls - athletics relay team
- 12 years girls - cross country team
- 13 years girls - cross country team
- 13 years girls - swimming relay team

At the MNC Championships BHS came second in Cross Country and third in Athletics.

Students continue to excel in the North Coast (NC) championships

Twenty one students were selected to represent NC at state carnivals.

Four students were NC age champions. They were:

- Katie Thorn - 12 years girls Athletics
- Jedd Mitchell - 14 years boys Surf Lifesaving
- Karlie Swanson - 15 years Cross Country
- Katie Thorn - 12 years Cross Country

Three students were NC champions in particular events:

- Katie Thorn – 12 years girls – 100m, 200m
- Ezra Malcisi – 14 years boys – 100m, 200m
- Aaron Wolfe – 15 years boys - Triple Jump, Long Jump

The following students represented at the NSW level.

- Aaron Wolfe - fifth in 15 years Triple Jump
- Luke Thorn - fifth in 16-19 years 3000m Walk

Ezra Malcisi came third in 14 years 200m and was first in the 100m. Corey Wedlock also won gold at NSW Combined High Schools (NSWCHS) Lawn Bowls in the open singles division and was voted player of the tournament.
Karlie Swanson missed the NC championships and the NSW championships due to injury, however, Karlie went on to be second at All Schools Carnival in the 3000m event. She then participated at the Australian Championships and finished second at that level.

BHS teams also performed extremely well.

The Bill Turner Trophy team (girls 15 years and under) that reached the final eight in a competition that boasts over 400 teams from both private and public schools from Queensland through to Victoria. They were one of only three schools that were not sports high schools left in the entire competition when they lost their quarter final to Hunter Sports High School.

Mr Lynch’s last futsal team

Five futsal teams reached the Australian Champion of Champions held at the Gold Coast. The 14 years boys and girls and the 19 years boys and girls all finished fifth. The 16 years girls went down in their semi-final after extra time and a penalty shootout that took 20 shots to decide! This left them equal third in the country.

Quirindi

The Annual Quirindi visit was another successful cultural and sporting exchange. It was held at Quirindi this year. Next year will be a home visit and Mr Stockton’s last Quirindi visit. Mr Stockton has been a great supporter of this visit.

SPORTING AWARDS

An Award of Distinction for sport is awarded to those students who have excelled in a particular sport and have given greatly to their team through their contributions of time, energy and experience. They have at all times displayed a high degree of sportsmanship. Through their activities in their particular sport they have helped enhance the reputation of the school. The student has at least represented the NC region in their sport or been in a NC champion team.

The Award of Distinction recipients for 2012 are:

AFL
- Thomas McMullen, Jonty Neaves

athletics
- Katie Thorn, Luke Thorn, Ezra Malcisi, Andrew Trist, Aaron Wolfe, Karlie Swanson

cricket
- Jessica Marks

cross Country
- Karlie Swanson, Katie Thorn

football
- Samantha Barker, Jayden Morgan, Jessica Marks, Stella Robinson, Amelia King, Amelia Brewin, Gita Pastro, Olivia Cooke, Olivia Hulbert, Alexandra Jandzio Fry, Brie Thomas, Zali Rees, Katie Thorn

hockey
- Arlya Wickham, Justin Alford

futsal
- Hannah Taylor, Andrew Trist

lawn bowls
- Corey Wedlock

surf lifesaving
- Jedd Mitchell

swimming
- Justin Alford, Talissa Alford

Premiers sporting Challenge Medal
- Brie Thomas

Sportsperson of the Year Awards

This is our most prestigious award, the award is based on a points system, where students earn points for each CHS sport they represent the school in, the higher the levels they attain then more points are awarded. These students have excelled in their sports throughout the year. Whilst they are not necessarily a champion, they have shown a willingness to contribute time, energy and experience to the team and the school. The recipients are regarded as the best all around sports performers in the school.

Junior

Sportswoman
- Katie Thorn

Sportsman
- Aaron Wolfe, Andrew Trist
Senior
Sportswoman  Jayden Morgan
Sportsman  Justin Alford

Award of Excellence
An Award of Excellence is a very special award, rarely awarded in the school. It is awarded to a student or team who has attained an exceptional standard in one sport.

This year the award of excellence was shared;
Ezra Malcisi  athletics
Bill Turner Trophy Team

Tim Mullens Memorial Award for outstanding sporting achievement
This award is named after Tim Mullens who was a former student, who tragically passed away returning from a state CHS Swimming Carnival. The Tim Mullens Memorial Award is given to the individual or team that accomplishes the most outstanding achievement of the year.

This year’s Tim Mullens Memorial Award went to Karlie Swanson for her outstanding performances in athletics.

Pierre de Coubertin Award
Sport is not always about winning. It’s about sportsmanship, fair play, working as a team both on and off the sporting arena. The recipient this year was inspirational through her positive attitude and caring nature at all times. This year the very worthy recipient was Jemara Imrie.

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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).

Reading – NAPLAN Year 7

- Reading performances in 2012 and over a five year period continue to be strong and reflect the whole school emphasis on the reading across the school roll call program.

Numeracy – NAPLAN Year 7

- Numeracy results reflect the expanded transition program. There is still a lot of scope for improvements in the higher band levels but there is an upward trend in numeracy levels for Year 6 students going into Year 7.
Reading – NAPLAN Year 9

Percentage in bands:
Year 9 Reading

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Band 2012</th>
<th>State DEC % in Band 2012</th>
</tr>
</thead>
</table>

Reading is one of the strength areas within the schools literacy program.

Numeracy – NAPLAN Year 9

Percentage in bands:
Year 9 Numeracy

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Band 2012</th>
<th>State DEC % in Band 2012</th>
</tr>
</thead>
</table>

The low representation of students in higher band levels continues to frustrate our teachers. A number of strategies including explicit teaching have been explored but poor student attendance has been identified as a major contributor in an area that needs continuity.

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

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

Higher School Certificate

Industrial Technology major work

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2012</th>
<th>School Average 2008-2012</th>
<th>SSG 2012</th>
<th>State DEC 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (Advanced)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (Standard)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Industrial Technology, Music as well as Society and Culture continue to be our most consistent performers over an extended period and in 2012.

There has been a detailed analysis of HSC performances and a number of factors are common to most subjects. A HSC committee has been formed to make recommendations that will assist the 2013 cohort.

Findings indicated that poor attendance is a major factor when student’s results do not reach expectations. The Year 12 cohort averaged 30 days per student away from school which is consistent with regional figures.

Analysis using the Board of Studies software package indicated that students had weaknesses
in their capacity to write extended responses. On one level this is being addressed in senior years through scaffolding responses and modelling essay work. The longer term view is that this weakness goes back to the junior school and there is a need to look at approaches to literacy in the junior school as well. Attendance at that level has been highlighted and the concomitant lack of motivation that accompanies those attendance levels.

Relative performance (value adding) is based on 50% of candidates performing above the line (0.0) and 50% below the line so it is not an absolute measure. Over a five year period all ability levels indicate that there are other students in the State with similar ability who are achieving at a higher level. This is particularly evident in this year’s figures across all ability levels. The twin issues of disengagement and under performance continue to be a priority of the school improvement plan.

Significant programs and initiatives

Aboriginal education

2012 was a quieter year for Aboriginal education at Bellingen High School. After two years of “Jobs Fund” money for the Guubuny Aboriginal Community Resource Centre we were back to only having funds for the Norta Norta Program. Tutors, Sharon Power and Jenni Farrands worked with the Year 11 and 12 students to prepare them for the HSC. Sharna Halverson, an ex-student who is currently studying primary teaching, tutored the junior students. The junior Norta Norta funding is dependent on students not reaching set benchmarks in the NAPLAN testing. Bellingen High School rarely receives much funding for this program.

In April, all Year 8 students participated in the cultural simulation workshop in Human Society and its Environment (HSIE) where students engage in an exercise which helps them experience and understand colonization both from the colonizers and the colonized point of view. In November, 35 community members attended a cultural camp at Tuckers Rock, experiencing and talking about original ways of learning. These camps will continue in 2013.

An Aboriginal parent group has been meeting with the aims of engaging in their children’s school education and of learning and passing on cultural knowledge. This group also plans to become very active in 2013.
Multicultural education

Bellingen has limited opportunities to utilize multicultural opportunities in the local area. However, there is a growing diversity and students are encouraged to experience new ideas in activities such as the Global Carnival, Camp Creative, the Korean Home Stay program and school-based awareness activities as promoted through the Language other than English (LOTE) curriculum in Year 7 as well as elective areas. There is a significant distance education program where over 25 students were studying a language through this medium.

Students have benefited from interactions with refugee Congolese students who have been re-located to Bellingen. Similarly, there have been three fee paying students from China in Years 9-12. Those students have undertaken a complete curriculum in mainstream class.

The school is fortunate to have a strong relationship with Bellingen Rotary Club and continues to host those students who are predominantly from European countries.

Progress on 2012 targets

Target 1
Enhanced staff leadership capacity

Strategies to achieve this outcome included:
- The provision of two or more formal conferences addressing executive and assessment reviews (EARS)
- Provide four formal executive development conferences

Our achievements include:
- A clear structure for feedback to executive
- A better alignment with the priorities of the school improvement plan

Target 2
Improved engagement of students

Strategies to achieve this outcome included:
- The reduction of suspensions by 10%
- Increase retention by 10% from junior to senior years
- Reduce truancy by 10% in the junior school

Our achievements include:
- Changes to procedures for students returning from suspension
- Reduction of days for students who received long suspensions
- Significant improvement in staff monitoring accuracy of partial attendance

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of student welfare and well being.

Student Welfare and Wellbeing

Background

In 2010 there was an earlier review of the level system and its application to students returning from suspension. That review made very few changes to the structure of the school level system. A much more comprehensive review of the student welfare and well being policy was undertaken by the Deputy Principal, Ms. Panaretos in 2012. For the first time all stakeholders went through a series of consultations where initial views were sought and refined in subsequent feedback. Targeted groups included executive staff, teachers, student groups and parent groups. There was also the opportunity to provide written feedback.

Findings and conclusions

The current level system was well understood as a lead up to potential supervision but its value as a mechanism to be used to curb behaviour and modify behaviour where a student had a pattern of long term disruption was limited for three major reasons.

Firstly, the level system was underpinned by a monitoring card (green card) and the duration of placement on that card was generally 10 days. Students most at risk were most likely not to complete the cards and set up a cycle of non-compliance which culminated in more suspensions.

Secondly, there was insufficient ownership of behaviour at faculty level. Students were bypassing faculty organization including detentions and less intrusive behaviour was
escalating unnecessarily. Generally, head teachers were under utilized as a filter.

Thirdly, the philosophy of the level system was heavily weighted towards discipline and associated sanctions. The monitoring cards became less effective as they increased in numbers. Detentions were not the answer. There was no positive return to the school for a student who had been suspended. A large number of staff still wanted a student to return from suspension at a level that included detentions, loss of privileges and placement on the same card that worked for only select students.

**Future directions**

There needs to be a major shift in philosophy. Most students in this school never see the level system. Some are involved intermittently. Some students are always on a level of some description. The following ideas will be implemented in 2013:

- Monitoring card is used for five days only
- Students return from suspension on full privileges
- Faculties have an increased role up to level 2 behaviour with an emphasis on showing that attempts were being made to contain and deal with issues in the classroom context. A faculty monitoring card consistent across all faculties will be introduced
- There was also a need to emphasize the positive elements of the policy rather than the restrictions caused by poor behaviour. The gold and silver excursions, the well done voucher system and expanded recognition/prizes through a regular formal assembly were part of ongoing changes.

**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.

The School Improvement Plan actively involved all stakeholders and it is a comprehensive three year program available on the school’s website.

School newsletters emphasize contact information. Progress reports on students are readily available and the P&C has become a much larger forum for parents to be actively involved.

**Professional learning**

Bellingen High School received a total of $28196 as the allocation for professional learning in 2012. Demand from teachers to access funds increased in 2012 and all funds were allocated. Funds were allocated in accordance with the prescribed school priorities as outlined in the school plan. Quality teaching and syllabus implementation were areas of significant expenditure. It is expected that syllabus implementation will continue to be a dominant component of professional development funds as the national curriculum unfolds.

A percentage breakdown of funds appears below:

- Information Technology 2%
- Quality Teaching 34%
- Syllabus Implementation 23%
- Student Welfare 6%
- Leadership 15%
- School Priorities 6%
- Other 16%

**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**

**Outcome for 2012–2014**

Improved engagement of students

2013 Targets to achieve this outcome include:

- Reduce long suspensions by 20%
- Reduce short suspensions by 20%
- Increase representation in the top two bands of the NAPLAN writing tests from 11% to 16% in Year 7 and from 9% to 14% in Year 9
Strategies to achieve these targets include:

- Further review of student/welfare discipline policy
- Increased follow up of truancy and class attendance
- Establish Gifted and Talented professional learning team

School priority 2

Outcome for 2012–2014

Increased attendance and engagement of Aboriginal students

2013 Targets to achieve this outcome include:

- 100% of aboriginal students will have a personalized learning plan
- Increase Aboriginal student representation in Year 7 writing bands 8 and 9 to 5%
- Increase Aboriginal student representation in Year 9 grammar bands 9 and 10 to 5%

Strategies to achieve these targets include:

- Recruit an aboriginal liaison officer from school funds
- Align Aboriginal education activities with social science department
- Form an Aboriginal community group

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.

Robert Stockton Principal
Dot Panaretos Deputy Principal
Julie Taylor Head Teacher
Helen Marges P&C

School contact information

Bellingen High School
PO Box 203
1125 Waterfall Way

Bellingen NSW 2454
Ph: 6655 1315
Fax: 6655 2630
Email: bellingen-h.school@det.nsw.edu.au
Web: www.bellingen-h.schools.nsw.edu.au
School Code: 8258

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:


Thank you to Natasha Chivers Year 12 for the use of her photographic work on the front cover