School context

Swansea High School is a comprehensive coeducational school with an enrolment of 670 students. Our students are from diverse socio-economic backgrounds with Aboriginal students constituting 7% of the population. We are committed to providing a supportive learning environment that will foster greater student participation and encourage them to strive for their personal best. We have a strong technology base that aims to increase student engagement along with providing a key process for sharing learning and teaching resources.

Principal’s message

Swansea High is a dynamic learning environment where staff are continually striving to improve their performance to ensure students have the best support to achieve their personal best. The school has focused on the priority areas of the school plan, including curriculum and assessment, engagement and attainment, literacy and numeracy and wellbeing. Aboriginal Education has been a strong focus in all of these areas as has the integration of technology as an administrative and teaching tool.

An important aspect has been evaluating current strategies and developing improved practice to incorporate in the new Australian Curriculum being implemented in 2014 in years seven and nine.

A second major initiative to support the achievement of school plan targets is the implementation of the Super 6 literacy strategies through the National Partnership in Literacy and Numeracy Project. This year we have also introduced strategies designed to develop student accountability through the process of reflective interviews.

We have extended the interview process from year 10 to year 8 with both years in 2013 being engaged in an accountability process where all assessment tasks must be completed prior to progression.

Combined with the curriculum development, Swansea High students have been involved in a process of student empowerment throughout 2013. They have been developing the foundations for better student involvement in decision making to support student wellbeing. Effective support was received through the Healthy School Healthy Futures program to achieve this goal. Staff have also been involved in professional learning to support their own wellbeing to ensure they are at their best for the students they teach.

Our student volunteer program has also been a highlight of 2013 with a large number of students giving willingly to support our local and the wider community.

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
Principal

P & C and/or School Council message

The P & C would like to acknowledge an increase in our numbers and thank all the committee members for their enthusiasm and efforts in making the year a success. The P&C has been involved in many areas across the school, including 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 continuing overall benefit of the school, its staff and its students.

For the year 2012/2013, funds raised by the canteen and donated by P&C provided a smartboard for the mathematics faculty, robotics kits for TAS, specific equipment for senior physics and chemistry classes and contributed to the Reading Bark Program and staffing costs for debating.

I trust the P&C committee can continue to support the school in its many achievements and goals for the following year.

Kerryl Enright
P&C President
**Student representative’s message**

Students identified Unicef as their chosen charity and decided to run a Water Day to raise funds for Unicef to purchase a water pump for disadvantaged overseas communities. Under the leadership of our Year 11 members: Peter Wilson, Jessica Graham, Joshua Wheatley, Vanessa McDonald and Chloe Anning, the SRC invited our partner primary schools to have their own Water Days and combine our fundraising efforts for a common cause. Enough funds were raised to purchase three water pumps for Unicef.

The SRC also identified a need for a relaxation area in our library, and held a BBQ and lunchtime concert to raise money to purchase bean bag chairs and footrests for the library.

Year 11 member Vanessa McDonald led an initiative for SHS to have a team entered in the Relay for Life event at Glendale, sponsorship was collected and a group of students and staff participated in the event, it is hoped that participation in this event will continue in the future.

Finally a “Big Nite Out” was held in Term 4 as a social opportunity for students to participate in.

**Peter Perry and Cassidy Magin**

**School Captains**

---

**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>344</td>
<td>301</td>
<td>329</td>
<td>329</td>
</tr>
<tr>
<td>Female</td>
<td>314</td>
<td>325</td>
<td>323</td>
<td>332</td>
</tr>
</tbody>
</table>

**Student attendance profile**

The data for 2013 indicates that attendance rates have fallen over the past year. The school’s average attendance rate for 2013 was 3.5% lower than the regional level of 88.2%.

Whilst attendance rates for Year 8 students are above the regional averages, rates for students in Year 7, 9, 10 & 12 are on average 4% lower than their regional counterparts. A small number of school refusers impact on the attendance rates in the junior years. A number of students who have failed to return to school in year 11, despite not having employment, have significantly impacted on year 11 attendance data.

A 2% improvement in year 9 attendance has been the result of engaging non-attenders of this year in alternate educational programs that better meet their needs and curriculum, administrative and well-being measures implemented to address junior engagement. The measures include:

- Goal setting and mentoring
- Community services programs
- Student Welfare Programs and Leadership
- Authentic Assessment and interview Program
Historical Attendance Data

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td>92.7</td>
<td>91.9</td>
<td>91.8</td>
<td>91.4</td>
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<td>89.3</td>
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<td>89.6</td>
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<td>10</td>
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<td>82.4</td>
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<tr>
<td>11</td>
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<td>84.8</td>
<td>74.9</td>
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<tr>
<td>12</td>
<td></td>
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<td>85.8</td>
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<tr>
<td>Total</td>
<td></td>
<td>88.3</td>
<td>87.7</td>
<td>86.7</td>
<td>84.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td>91.7</td>
<td>91.2</td>
<td>91.7</td>
<td>92.1</td>
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<tr>
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<tr>
<td>11</td>
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<td>Total</td>
<td></td>
<td>88.7</td>
<td>87.7</td>
<td>88.0</td>
<td>88.2</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, both full day and partial
- Student and parent interviews
- HSLO intervention
- Case management of students

Swansea High has been complimented on best practice strategies in relation to attendance.

Post-school destinations

At the time of survey, of the 2013 Year 12 students had the following post school destinations:

<table>
<thead>
<tr>
<th>Destination</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>22%</td>
</tr>
<tr>
<td>University entrance program</td>
<td>6%</td>
</tr>
<tr>
<td>TAFE</td>
<td>9%</td>
</tr>
<tr>
<td>Apprenticeships / Traineeships</td>
<td>5%</td>
</tr>
<tr>
<td>Casual Employment ( including TAFE/Uni )</td>
<td>25%</td>
</tr>
<tr>
<td>Job Seeking</td>
<td>14%</td>
</tr>
<tr>
<td>Unknown</td>
<td>25%</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Swansea High continues to provide an extensive array of subjects in the Vocational Education area with the school offering retail, construction, metals and engineering, and hospitality in 2013. There were 63 students completed the HSC. Of these 28 students undertook VET Courses which constitutes 48% of the HSC cohort.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of students who completed year 12 attained the HSC.

Workforce information

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>36.2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counselor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>9.282</td>
</tr>
<tr>
<td>Total</td>
<td>58.78</td>
</tr>
</tbody>
</table>

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

Swansea High School employs an Aboriginal Student Learning Support Officer.

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>88%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>29%</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>296322.26</td>
</tr>
<tr>
<td>Global funds</td>
<td>455934.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>265689.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>155655.51</td>
</tr>
<tr>
<td>Interest</td>
<td>11442.59</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>45406.68</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1230450.41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>91767.10</td>
</tr>
<tr>
<td>Excursions</td>
<td>60977.98</td>
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<tr>
<td>Extracurricular dissections</td>
<td>109576.01</td>
</tr>
<tr>
<td>Library</td>
<td>7488.27</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4812.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>211691.45</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>118925.94</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>73857.64</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>114075.68</td>
</tr>
<tr>
<td>Maintenance</td>
<td>35295.08</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>44744.78</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>873212.18</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>357238.23</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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 2013

Arts

The Art faculty continues to produce work of a high standard. Five students completed the HSC and one of the works was chosen in the Lake Macquarie Gallery exhibition for outstanding work within the Newcastle, Lake Macquarie area.
The Art staff have developed a digital media component to their portfolio and student demand for the course has been very strong. Currently all Art electives have high numbers and this will allow the faculty to continue to produce excellent pieces of work at all stages.

The year 12 drama performances this year were outstanding. Students presented their group and individual performances to a small audience in our drama theatre. It was unfortunate we did not have greater space as the night was spectacular with all students achieving beyond their personal best. The drama culture is growing within the school and the hard work undertaken by staff in the junior English classes with drama units and the very successful Theatre Sports program is reaping rewards. With strong elective classes in Stage four and five the future looks bright.

The demand for a dance program has been driven by a large group of students who are keen to pursue dance as both an extra and within curriculum based program. The introduction in 2013 of a Dance elective included in the Stage four process with an elective class ready to be implemented in 2014 has met the initial curriculum demand. We have also developed a StarStruck dance group to prepare for the auditions in 2014 to allow an extra-curricular outlet for dancers and performers. Fifty students have applied to be part of the audition group and we look forward to the outcome and participation in the event.

Our music program has had an increase in activity with students from Swansea High acting as senior members in our Partner School band.

Sport

Sporting success was again a highlight for 2013. We participated in a large number of knockouts where students enjoyed the experience of playing against other schools. Our Premier Sporting Challenge involvement was extremely popular. The students had training and ran a very successful partner school sporting experience day. We also hosted the regional Sporting Challenge training day which was also very well managed and all had a fun day developing leadership skills. Our students trialled for a number of Eastlakes zone, Hunter Region and CHS teams with success –

- Athletics – Tegan Fennell, Lara McSpadden, Jaeic Carroll, Tyler Gilbert, Tyler Hunter and Sam McLean all represented the Hunter Region
- Basketball – Lara McSpadden (Hunter Region)
- Cross Country – Grace Sedgman (Hunter Region)
- Football – Tayla Gregory (Hunter Region)
- Lawn Bowls – Maddison Fennell (Hunter Region)
- Netball Umpire – Chloe Anning (Hunter Region)
- Sailing – Adam Cooke (Hunter Region)
- Surfing – Dannielle Hancock (Hunter Region Champion) Hayley Hutton (Hunter Region)
- Swimming – Grace Sedgman, Isaac Sedgman, Taj Carson, Sam McGregor, Sam McLean, Bailey Lodge (Hunter Region)
- Water Polo – Georgia McConville (Hunter, CHS, All Schools, MVP Nationals, Australian U18. An amazing performance while completing her HSC by pathways.

Debating & Public Speaking

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 4 students participated in the process which consisted of a
lengthy interview in front of a panel, 2
impromptu speeches and a prepared speech on a
topic of their choice. Jessica Graham won the
local and zone sections of the competition and as
part of her prize enjoyed a camp with other
section winners. Jessica also won the regional
competition where she competed against
students from Kotara, Toronto and Warners Bay
High Schools.

Savanah Pilgrim, Peter Wilson, Joshua Wheatley
and Danielle Lamborn of Year 11 participated in
Model United Nation’s Assembly debates where
they took on the persona of a particular nation
and presented arguments as that nation. The
team was coached by Miss Enks who stated that
all students performed commendably.

Miss Power coached the Year 10 Premier’s
Debating Challenge team who reached the
quarter finals of the competition. Sukita
Sawamachi, Zachary Graham, Jordan Petty,
Thomas Miller and Shay Perry found the
competitive spirit within themselves and
competed valiantly throughout the competition.

Mrs Suchy coached the year 7 debating team
who in their first year competed commendably
and had one win. Mrs Bates coached the Year 8
Premier’s Debating Challenge team, who
improved on their previous result by winning all
three of their debates. At the end of the year
Mrs Suchy and Miss Power took two teams to
participate in the Newcastle University Debating
Competition held at the Ourimbah Campus. The
students gained invaluable experience from the
competition and the workshops which were held
at the end of the day.

The interest in academic competitions is
supporting our students in improving their
written and oral communication skills. It is very
exciting to see the number of students and staff
interested in taking part in such higher order
levels of competition.

Academic achievements

NAPLAN

In the National Assessment Program, the results
across the Years 3, 5, 7 and 9 literacy and
numery 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)

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

Click on the link http://www.myschool.edu.au
and enter Swansea High in the Find a school
and select GO to access the school data.

NAPLAN Year 7 – Reading

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Band 2013</th>
<th>State DEC % in Band 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
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<tr>
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</tr>
<tr>
<td>35</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Swansea High School achieved strong results in both Years 7 and 9 for both Reading and Numeracy in the 2013 NAPLAN continuing to build on the success of previous years.

The SSG represents an average of schools similar to Swansea High School. Swansea High School has either equaled or outperformed this benchmark in all four areas based on the two highest performance bands.

The School Average is a measure of past Swansea High School performance. The school’s 2013 NAPLAN result was in line with this benchmark both Year 9 Reading and Year 9 Numeracy.

It is our intention to continue to build on these already impressive results in 2014 NAPLAN and into the future. There are a number of programs notably the Super 6 Comprehension Junior Program and a Year 8 focused Numeracy Program based on Newman’s Analysis.
Higher School Certificate (HSC)

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

HSC data shows that students at Swansea High School performed at similar levels to previous years and outperformed the SSG in a number of subjects. A small number of subjects performed at or above state levels.

Significant programs and initiatives

Aboriginal education

A main focus of 2013-2014 is the Connected PLP Project which aims to improve the Personalised Learning Plan Process. The process is continuing to evolve and improve with the amount of PLPs for our Aboriginal students increasing.

NAIDOC celebrations were a huge success. The day started with a NAIDOC assembly followed by all students from Years 7-10 participating in Indigenous themed activities including Bush Tucker Cooking, Painting, Craft, Traditional Indigenous Games and Boomerang Throwing.

The Aboriginal Girls Dance Group was established and performed at parent BBQs and at Caves Beach Public School’s NAIDOC Celebrations. The Aboriginal Girls Mentoring Program Sista Speak was also coordinated for the first time with special thanks to Sharee Bailey who mentored the girls over the 7 week program.

The boys participated in a whole day Didgeridoo Workshop and were mentored by the talented “Mick Didge” and also attended a Didgeridoo making course at Bahtabah Aboriginal Land Council. Bro Speak was also coordinated and mentored by Todd Anning.

Aboriginal students from Swansea High and our Galgabba Primary Schools were invited to enter the Galgabba Logo Competition. Tyla-Lee Fraser won the competition and her design will now be featured on future Galgabba initiatives. Our Year 6 Galgabba students also attended Swansea High to participate in Traditional Indigenous Games as a part of the Aboriginal Students Transition Program.

Our first Junior AECG was elected and did a fantastic job representing Aboriginal students and attending Minimbah AECG meetings.

Our students attended many excursions including the NRL Close the Gap Round, My Girragunji performance, Aboriginal Students Health Expo, Regional NAIDOC Celebrations, Swansea Landcare and Bahtabah’s Bush Tucker Walk and Sorry Day at Bahtabah.

Junior students participated in the Monday afternoon Homework Hub and senior students received valuable Norta Norta Tutoring to assist with their Preliminary and HSC studies.
A group of our students participated in Hunter New England’s i-Fit Program and were challenged with weekly fitness and sporting activities by Indigenous Personal Trainers.

A small group of our students participated in the Bahtabah and Purrimaibahn Youth Leadership Program which involved attending Belmont TAFE and building a Learning Circle Development. We must thank Uncle Mick and Penny Lee who have supported our students throughout this initiative.

Heather Jones, Penelope Lee and their team from Belmont TAFE coordinated the Kayu Digital Media Project which involved Aboriginal students creating a DVD and publishing their own book containing personal stories and connection to culture.

Chloe Anning and Jesse Harvey were both awarded the prestigious Indigenous Student Leadership Award at the annual presentation for their commitment towards the Swansea High School Junior AECG and Aboriginal Education.

Our Tatong newsletter continued, offering updates to parents and family members of Aboriginal students regarding Aboriginal Education at Swansea High. Our parents also attended our quarterly Aboriginal family BBQs to catch up.

National partnerships and significant Commonwealth initiatives (participating schools only)

Improving Literacy and Numeracy National Partnership

Swansea High was provided with $174000 to assist with the development of literacy throughout 2013 and 2014. Staff have undertaken professional learning in the application of the literacy continuum that maps indicators of literacy at each expected stage. The staff also engaged in professional learning around the explicit teaching of the Super 6 Literacy strategies.

The strategies include connecting the text to the students’ frames of reference. Connections make sense of the text. Visualising the text, asking questions to ensure meaning, and predicting the next piece of text supports the students to create richer and deeper understanding.

Monitoring their reading and being able to determine which strategy is required as well as creating summaries, completes the toolkit of literacy strategies that students need to respond effectively to the complex texts they confront in the secondary area.

A literacy coach has been identified from our staff to support others through provision of in house professional learning, developing resources and modeling skills. Staff have also been observing each other to provide peer feedback around the implementation of the Super 6 strategies.

The focus is to develop the confidence in students to attack the text and to increase the skills available to decode and comprehend that text.

Multicultural education

Swansea High School fosters an understanding of multiculturalism. A range of curriculum experiences, include the active implementation of themes of understanding and multiculturalism in Key Learning Areas.

The school welcomes students from a range of cultural backgrounds and this provides the opportunity to re-affirm our Anti-racism policy.
Information and Communication Technology

With The Digital Education Revolution concluded in 2013, a modified DER programme continues with students in 11 and 12 having netbooks for their personal use at school and at home. The majority of teaching staff have also been issued with netbooks. DER devices from 2013 were placed into faculties with Science, HSIE, English and Maths having laptop trolleys each with 16 devices. Dane Kroehnert finished his role as TSO in December 2013.

The school implemented the Hunter/Central Coast environment across the network, with all Apple Macs replaced with the PC platform. The GServer was switched off and is no longer used. All teacher computers located in faculty staffrooms were updated to Windows 7 platform.

After trialing Sentral Reports, Markbook and Welfare in 2012 these packages were fully implemented across the school in 2013. All Year 7-12 student reports were successfully completed using this package. The major benefits of the system include a centralised database and the ability for all staff to complete reports online at home.

Further interactive white boards were installed in 2013, adding to the schools’ capacity to display live internet sites, video, animation and instructional interactive software on a large touch screen in sixteen classrooms.

Staff members continued to trial tablets in the classroom this year, used wirelessly with smartboards.

TV for Education was purchased and replaced Clickview as a means of staff to make available to students Free to Air and Pay TV content.

Authentic Assessment

In 2013 the Authentic Assessment Interviews were expanded from the successful year 10 interviews of 2012 into year 8. Students were required to complete all assessment tasks before the interviews. With support, students developed responses to a series of questions to allow personal reflection on the tasks completed as well as attitude to learning, study skills and classroom participation. Students were expected to determine their strengths and weaknesses and identify learning goals that would maintain strengths and foster weaknesses.

Year 10 panels for the interviews included a community member who was able to provide real life feedback from a variety of careers. Students gained a great deal from the interviews and students indicated the application to later real interviews was extremely positive.

Students will be provided with their learning goals in 2014 so they can further reflect and redirect their focus toward success.

Duke of Ed

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 either their Bronze or Silver 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 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. These training days are crucial in building confidence and capacity amongst participants.

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 our school Chaplain 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 15 new backpacks and personal safety and navigational equipment.
Participants enjoy one overnight hike to complete their adventurous journey award. Students experience hiking in Dharug National Park, located near Wiseman’s Ferry. Students camped at the Mill Creek and Ten Mile Hollow campsites and walked the historic Old North Road which is the original convict built road between Sydney and Newcastle.

In 2013, 20 students successfully completed their training and qualifying expeditions in gaining their Bronze Award. 2013 also saw a number of participants successfully fulfil the requirements to complete their Silver 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.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

1. Auditing the indicators of the School Plan each term by cross faculty staff planning teams
2. Identifying and analyzing published data to determine if targets have been met by executive
3. Pre-tests and post-tests were conducted for year 8 students who have participated in the Improvements in Literacy National Project

School planning 2012—2014: progress in 2013

School priority 1

Curriculum & Assessment

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- Programs developed for National Curriculum implementation with assessment as, and for, learning incorporated as well as assessment of learning
- Quality teaching framework embedded in new curriculum programs

Strategies to achieve these outcomes in 2014

- Assessment Audit and analysis of tasks using the Quality Teaching Framework
- Further professional learning to develop backward mapping in programs
- Increased use of peer observations and feedback to improve teacher practice

School priority 2

Engagement & Attainment

Outcomes from 2012–2014

- Development and delivery of a relevant, academically challenging, engaging curriculum for all students
- Provision of extra-curricular activities that challenge and engage students
- Implementation of structures and processes that support positive behaviour and reward
Achievement
• Improvement in student outcomes in NAPLAN and HSC

Evidence of progress towards outcomes in 2013:
• The analysis of the new programs in years 7 and 9 indicate more student focused, kinesthetic learning experiences have been incorporated
• Robotics has been introduced as an option for students
• Chess Club has been established
• Professional learning has been implemented around the Positive Behaviour for Learning Program for implementation in 2014 and a planning and implementation committee formed
• The number of merit certificates and Bronze, Silver and Gold awards has increased significantly

Strategies to achieve these outcomes in 2014
• A Positive Behaviour for Learning Coordinator has been established to lead the team and staff in the implementation process
• Allocated time and professional learning for the development of programs which incorporate the Quality teaching Framework
• In 2013, dance electives have been included in the elective choices and the school entered in StarStruck for 2014

School priority 3
Literacy and Numeracy
Outcomes from 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
• Introduction and training in the application of learning continuums

Evidence of progress towards outcomes in 2013:
• Staff have undertaken professional learning and accountability structures have provided evidence to support effective implementation by the majority of staff
• Staff have plotted year 8 students on the literacy continuum.
• Year 8 Students have been surveyed on their understanding of the Super 6 strategies and were able to identify the skills and explain the concepts for some in detail.

Strategies to achieve these outcomes in 2014:
• Further resource allocation in 2014 to allow team meetings, observations and the development of resources.
• Strengthen focus on the implementation of the vocabulary development program
• Implementation of a numeracy project within Mathematics and across faculties.

School priority 4
Well Being
Outcomes from 2012–2014
• New staff inducted /New Scheme
• Increased positive behaviour
• Improved relationships between staff and students
• Improved student & staff well being
• Increased resilience among staff and students
• Improved attendance

Evidence of progress towards outcomes in 2013:
• Strengthened induction program and support structures for new scheme teachers
• Implementation of training for Positive Behaviour for learning for core team
• Strengthening and clear articulation of the Awards Scheme and expansion of the awards presented at achievement assemblies
• Professional learning for staff on strategies to support personal wellbeing and the well being of students
• Increased focus on the development of student voice and inclusion of students in the decision making process, the provision of feedback and the planning of programs to support student wellbeing
• Positive feedback from HSLO on success of attendance program
Strategies to achieve these outcomes in 2014:

- Student and staff representation on the Positive Behaviour for Learning Committee
- Students leading the implementation and teaching of wellbeing programs
- Continued support for staff wellbeing
- To improve attendance alternate programs to be sourced to support students who have chronic absenteeism that negatively impact on otherwise positive attendance data.

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. There were also additional funds allocated to professional learning from the National Partnership in Literacy and Numeracy Program. School Development Days were attended by all staff and focused on providing staff with skills and understanding of instructional techniques, students with special learning needs that had a high probability of improving student outcomes as well as student and staff wellbeing. The introduction of funding for professional learning assisted in the development of effective programs for the National Curriculum to be implemented in years 7 and 9 in 2014 in Mathematics, Science, English and HSIE. With changes in the staffing profile in 2013 increased funds were allocated to support beginning teachers in meeting Professional standards and maintaining credentialing.

In 2013 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. While the total expenditure on professional learning in 2013 was $24,515 the average expenditure per teacher on professional learning was $490.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Karakal Survey – students, teachers and parents were surveyed to gain feedback about the new stage 4 enrichment program. The feedback was 99% positive with most believing the program provided a positive learning experience that extended and moved them out of their comfort zones.

- The staff undertook a Positive Behaviour for Learning survey to determine the areas that were considered of high importance and low implementation rates. It was determined that there were no areas that staff felt were significant and requiring attention and that most areas were underway.

- Student led forums, interviews and class discussions and votes were conducted by the Healthy Schools Healthy Futures (HSHF) working party. These gathered data to support the development of the HSHF project goals for 2014. These included increasing understanding of mental health issues, developing an anti-harassment program, decreasing disruptive behaviours in classes and increase the opportunities for fun activities at school.

- Stage 5 students were surveyed using Langford tools to determine whether the courses delivered were challenging and engaging. They were also asked to provide feedback on assessment tasks and the level of support provided to ensure they achieved their personal best.
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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: