School context statement

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 9% 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. Our school vision, developed collaboratively with staff, students and parents is based on our developed values:

Swansea High is a safe, friendly, healthy and energetic learning environment. There are strong partnerships between staff, students and the community who all strive to achieve personal best. To ensure all have an equal opportunity to succeed we are respectful, responsible and ready to learn.

Principals Message

Our vision provides the foundation to build our future. 2014 has been a year of consolidation, building on the work initiated in 2013.

In conjunction with our partner schools, the Super 6 Literacy Strategies are being implemented across all KLAS to improve literacy pedagogical practice and outcomes. Our numeracy team is reimagining the numeracy development program to better imbed numeracy in all faculties.

2014 NAPLAN trend data continues to rise above the HCC & DEC rate in spelling, writing and numeracy. Aboriginal student growth fluctuates annually from outstanding to below the state average. Aboriginal community engagement in the school is increasing and is an area for continued development.

Swansea High was targeted as a Healthy Schools Healthy Futures program pilot school. The program aims to improve students’ resilience and well-being. The school is actively involved in Positive Behaviour for Learning, which includes developing both universal and targeted interventions for behavior as well as reinforcing good choices.

Swansea High has a broad curriculum, offering wide range of Board developed courses as well as TVET and Board Endorsed courses at HSC level. Students have the opportunity to study academically rigorous courses, including extension English and Mathematics where students continue to perform at a high standard. Alternative educational pathways are partnered through local service providers, including Community Services, Community Recreation and Eastlake Community Centre.

Programs to support retention from partner Primary schools, the Creative and Performing Arts and Gifted and Talented programs have been implemented and producing positive outcomes.

Robyn Leggatt – Principal

Student Representative ‘s message

The Student Representative Council (SRC) continued to strengthen during 2014. The healthy Schools Healthy Futures (HSHF) project focussed on increasing student involvement in decision making and leadership of whole school programs. The leadership group was extended to include a working party of twenty additional students who helped the SRC to gather information, design and lead programs in the school. The combined groups led student forums to find out what the major focus for the programs should be. The SRC and working party then led a vote for the most important aspects which were:

1. Increasing understanding of mental health issues.
2. Introducing programs for anti-bullying.
3. Increasing the fun activities within the school.
4. Making sure the classrooms were free from disruption so all students had the opportunity to learn at their best.

The students then communicated these to the staff who used them to develop the school plan. Also, the Learning Support Team helped the SRC and HSHF team to design and lead an anti-bullying program in Term 4 which was very successful. This will become an annual program. Students were also elected to become members of the newly formed Positive Behaviour for learning (PBL) team to design and implement the PBL framework. During 2014 the team developed our school values, vision statement and expectations for outside areas
starting with an anti-litter campaign developed and led by the SRC and HSHF team.

The SRC and HSHF team evaluated the 2014 School Plan and helped to determine the strategic direction for the next school plan for 2015 – 2017.

Josh Wheatley and Jessica Graham
School Captains

Student information

Student enrolment profile

Student retention from the partner schools has steadily increased over the past three years with school enrolment following demographic trends.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>301</td>
<td>329</td>
<td>329</td>
<td>324</td>
</tr>
<tr>
<td>Female</td>
<td>325</td>
<td>323</td>
<td>332</td>
<td>329</td>
</tr>
</tbody>
</table>

Student attendance profile

Overall school attendance has improved from 2013 by 2.1%. Year 7 and 8 attendance has improved considerably. Year 9 & 10’s attendance has also significantly improved with an increase of 2.6% and 2.1% respectively. Year 11 has had substantial improvement of 7.1%. These improvements are as a result of a focused attendance program designed to develop early interventions. Also, in Year 11 2013, there were a number of non-attenders. This has not been the case in 2014, with a higher percentage of students engaged in their senior courses. The Year 12 decrease is as a result of students not returning to Year 12 but not yet at school leaving age.

The attendance results are still below the DEC and this can be attributed to a small number of non-attenders in each year. Strategies have been put in place for these students and the Home School Liaison Officer involved.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>91.9</td>
<td>91.8</td>
<td>91.4</td>
<td>92.0</td>
</tr>
<tr>
<td>8</td>
<td>89.3</td>
<td>89.1</td>
<td>89.6</td>
<td>91.1</td>
</tr>
<tr>
<td>9</td>
<td>86.4</td>
<td>83.8</td>
<td>85.9</td>
<td>88.5</td>
</tr>
<tr>
<td>10</td>
<td>84.8</td>
<td>82.4</td>
<td>81.2</td>
<td>83.3</td>
</tr>
<tr>
<td>11</td>
<td>87.6</td>
<td>84.8</td>
<td>74.9</td>
<td>82.0</td>
</tr>
<tr>
<td>12</td>
<td>85.8</td>
<td>89.4</td>
<td>84.5</td>
<td>83.2</td>
</tr>
<tr>
<td>Total</td>
<td>87.7</td>
<td>86.7</td>
<td>84.7</td>
<td>86.8</td>
</tr>
</tbody>
</table>

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 continues to be recognised as utilising best practice in attendance monitoring.
Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>8</td>
<td>6.5</td>
</tr>
<tr>
<td>employment</td>
<td>2.8</td>
<td>14</td>
<td>39</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>1</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>3</td>
<td>35</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 and hospitality in 2013.

There were 67 students who completed their HSC in 2014. Of these, 24 students were enrolled in VET courses. Nine students achieved a Record of School Achievement (ROSA) only.

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>39.1</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 Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.282</td>
</tr>
<tr>
<td>Total</td>
<td>52.4</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Swansea High School does not have any staff who identify as Aboriginal.

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>13</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>34</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning funds were allocated in DET mandatory areas during 2014.

<table>
<thead>
<tr>
<th>Professional Learning (PL) focus</th>
<th>Number of staff undertaking PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare and Equity</td>
<td>4</td>
</tr>
<tr>
<td>Career Development</td>
<td>36</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>9</td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>1</td>
</tr>
<tr>
<td>ICT</td>
<td>1</td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>7</td>
</tr>
<tr>
<td>School Priority</td>
<td>13</td>
</tr>
</tbody>
</table>
School priorities were aligned to the school plan including curriculum & assessment, engagement and attainment, literacy & numeracy and well being.

Professional Learning expenditure totalled $34132 at an average of $692 per teacher.

School Development Days were attended by all staff and focused on providing staff with skills and understanding of changing pedagogical practice, the Australian Curriculum implementation, students with special needs and differentiating the curriculum and assessment to meet student individual needs.

There a total of 12 teachers at various stages of accreditation in the new Teacher Accreditation Scheme:

- nine teachers have Proficient Teacher Accreditation;
- four teachers are at the Provisional Beginning Teacher Level working towards Proficient;
- There are currently no teachers seeking voluntary accreditation or maintaining Highly Accomplished or Lead.

**Beginning Teachers**

At Swansea High School both casual and permanent teachers are supported to achieve accreditation. In 2014 policy and procedures related to the supervision of Teachers Requiring Accreditation (TRA) were developed. This document outlined the role of the Senior Executive, Executive, TRA Supervisors, Teachers requiring proficient and Teachers requiring maintenance.

All new teachers to the school are provided with an induction handbook which contains important and useful documents regarding teacher expectations, policies procedures and SHS documents. They are also provided with meetings during term one regarding key curriculum and welfare initiatives of the school.

---

**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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>357238.23</td>
</tr>
<tr>
<td>Global funds</td>
<td>489411.34</td>
</tr>
<tr>
<td>Tied funds</td>
<td>534464.97</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>143042.16</td>
</tr>
<tr>
<td>Interest</td>
<td>14210.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>31788.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1570155.25</td>
</tr>
</tbody>
</table>

| **Expenditure**             |           |
| Teaching & learning         |           |
| Key learning areas          | 103144.50 |
| Excursions                  | 51361.38  |
| Extracurricular dissections | 133088.56 |
| Library                     | 6963.43   |
| Training & development      | 4924.23   |
| Tied funds                  | 415511.49 |
| Casual relief teachers      | 135460.63 |
| Administration & office     | 82823.50  |
| School-operated canteen     | 0.00      |
| Utilities                   | 108198.12 |
| Maintenance                 | 44976.47  |
| Trust accounts              | 30021.64  |
| Capital programs            | 49253.80  |
| Total expenditure           | 1165727.75|
| Balance carried forward     | 404427.50 |

A full copy of the school’s 2014 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 2014

Academic achievements

NAPLAN

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

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

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 numeracy testing (NAPLAN).

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

Students moving into year 7 have shown strengths in reading, writing and numeracy. Year 9 growth data exceeded DEC average in spelling, writing and numeracy. This is a significant improvement.

The Schools results in each of the NAPLAN focus areas showed improvement in the top bands. This is the first cohort that has completed NAPLAN after the Year 7/8 enrichment program began in 2013 with this improvement as the identified goal.

The school has also implemented programs to support both literacy and numeracy. Staff have continued to implement and extend the Super 6 Literacy Program to support students to develop skills to unpack and decode texts. The program is also linked to better understanding of the Literacy Continuum by staff to ensure they are developing units of work and tasks that meet the literacy needs of each student.

Mathematics staff have also implemented the Fantastic 5 Program designed to explicitly teach students how to attack problems in a sequential process using Newman’s Analysis. In-school data has indicated an improvement in results from pre to post tests.
The Essential Secondary Science Assessment (ESSA) is run each year for students in Year 8 in NSW. The ESSA is non-compulsory and gives students and schools a snapshot of the level of students in Stage 4.

The ESSA is broken up into sections and contains both multiple choice and extended answer responses.

In 2014, 87 students in Year 8 at Swansea High School, out of 53,590 students in the state, sat for the ESSA. In 2014, the ESSA was conducted online.

The results are provided in levels, from Level 1 (the lowest) to Level 6 (the highest).
The overall mean for Swansea High School was 80.9 compared to the state average of 85.4.

Swansea High School had 13.8% of students in the lowest 2 levels, 70.1% in the middle levels and 16.1% in the highest 2 levels.

While students performed well in the multiple choice parts of the ESSA, a focus for 2015 will be to develop the extended responses in students as this area was the least fruitful in 2014.

**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).

The graphs below indicate the relative performance of students in each subject compared to the schools average historical performance, the performance of schools with similar characteristics and that of the State DEC. The subjects that performed well in 2014 were Advanced English, Mathematics - General 2, Ancient and Modern History and PDHPE. Physics also performed well but did not have sufficient numbers in the cohort to produce a graphical representation.

**Other achievements**

**Arts**

The Performing Arts have once again been a strong growth area for Swansea High. The music program was further consolidated with the Music Ensemble performing with aplomb in three external events and the end of year assembly. Credit should be given to Kelsey Scott, our band coordinator, who works hard to ensure the ensemble are well prepared and continually challenged. The music program has also been consolidated with the initiation of two rock bands who were tutored by an ex-student Peter Perry, a Starstruck Rock Band member for six years. The bands performed at school assemblies and have increased their repertoire of songs and coherence as a unit.

The Visual Arts program has again provided high quality results. The students produced a varied array of art expression and showcased their work for their parents and students in an exhibition evening. The junior art electives are continuing to maintain strong numbers in both visual arts and digital media.

The SHS dance program has also progressed with an elective classes in Year 8 and in 2014 the establishment of an option to continue this elective
into Year 9 2015. This has been successful and we are lucky to have Ms Kara Gunter appointed as a Science teacher to our school who also has extensive dance teaching experience.

Mrs Anderson, Ms Gunter, Ms Goodwin and Mrs Wilkinson coordinated the 2014 Starstruck program where our students performed in three group performances. Skye Johnson was selected to perform in the junior ensemble. All students performed to a high standard and enjoyed their experience. Emma Boertje, Isobel Smith and Brittany Morrison were also selected to participate in the Flipside Regional choreographic workshops where their choreography and performances were spectacular.

Debating & Public Speaking

Swansea High School is continuing its strong representation in debating competitions. The school was represented in Year 7, 8, 9 and 11 Premier’s Debating Competition. Years 7 and 8 were led by Mrs Millar and Mrs McDavitt. The teams enjoyed the experience of debating against other schools and the experience will strengthen their skills for the 2015 competition.

The Year 9 debating team, led by Mrs Bates, were outstanding in the rounds and reached the regional finals. Emma Boertje, Krystal Goodman, Grace Carroll and Tom Mitchell remained undefeated until the final where they debated against Merewether High School. The team narrowly lost and were a credit to our school as young ambassadors. They competed against and beat teams from Kotara High School, Brisbane Water Secondary College, Gorokan High School and Woy Woy High School. Tom Mitchell was selected in the regional debating team where they competed in the State Competition in Sydney. The regional team debated their way to the state finals and unfortunately lost. Tom’s selection in the regional team is a testament to our school and the English Faculty.

Miss Power led the Year 11 debating team. The team won two of their three debates but unfortunately did not proceed to the knock out rounds. The debaters are all on the leadership team as a direct result of their confidence in public speaking.

Mrs Millar and Miss Power also took a Year 7 and a Year 8 team to the Newcastle University Debating competition at the Ourimbah Campus. The students participated in a round-robin format and a workshop at the end of the day. Once again the experience is invaluable and will support the students in further competitions, as well as oral assessment tasks and presentations in class.

We are continuing the strong tradition of participating in the Lion’s Club Youth of the Year competition. The competition is made up of three elements – a written component where students reflect on their leadership skills, academic, cultural and sporting success as well as community involvement; an interview in front of a panel and public speaking. The public speaking component involves two impromptu speeches and a prepared speech in front of an audience. In 2014 eight Swansea High School students competed and Jessica Graham won the regional Youth of the Year.
Sport

Swansea High School again participated in number of Knock Outs where students compete against other students from schools in the region. Our students participated in Basketball, Volleyball, Touch Football, Netball, Football, Rugby League, Water Polo, and Tennis. We were successful with the Girls Under 15 Basketball team who were Hunter Region champions and made it through to the last 16 in the state. The school has also been involved in the Premiers Sporting Challenge (PSC) since its inception in 2009. This year students participated in the first Leadership Camps as part of the PSC program. Again we hosted our feeder primary schools for our PSC leadership day and all students had a wonderful experience at some new sports and a chance at being leaders.

Our students represented in the following sports:

**Regional Representatives**

- **Athletics** – 13yrs relay - Hunter Callaghan, Jaeic Carrall, Lennox Dawkings, Christian Walandouw
- **Basketball** – Lara and Kayla McSpadden
- **Cross Country** – Maddison Wells, Kadison Haynes and Grace Sedgman
- **Lawn Bowls** – Maddison Fennell
- **Soccer** – Tayla Gregory and Corinne Krupa
- **Volleyball** – Tayla Gregory
- **Swimming** – Grace Sedgman

**East Lakes Zone Representatives**

**Swimming**

- **Age Champions:**
  - Makayla Gay  12 girls
  - Grace Sedgman  14 girls

- **Individual events**
  - Owain Coxon, Makayla Gay, Sam McLean, Joseph Mitchell, Grace Sedgman
- **Relays**
  - **14yr girls** – Grace Sedgman, Cate Bolsover, Teneille Ballard, Candace green
  - **15yr girls** – Sarah Cummings, Nikirra Dowsett, Emma Boertje, Taylor Cummings

**13yrs boys** – Isaac Sedgman, Sam McLean, Jake Parry-Williams, Kye Woodforth

**Cross Country**

- Tammy Wells, Makayla Gay, Amy Gosling, Grace Sedgman, Kadison Haynes, Jehd Snape, Dean Petitt, Lachlan Gardiner, Nathan Saunders, Sam Buyers

**Athletics**

- Tegan Fenell, Sophie Hartley, Abbey Lear, Makayla Liddell, Harmony Liddell, Jacob Papas, Megan Pracy, Jehd Snape, Christian Walandouw, Tammy Wells, Hunter Callaghan, Lennox Dawkings, Jaeic Carrall, Chelsea Caban, Kailee Oblasser, Kate Bolsover, Amy Gosling.

**Regional U15 Champions**

**Duke of Edinburgh**

The Duke of Edinburgh’s International 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.

The Award program was established at Swansea High School by Mrs Hine in 2007, and has involved over 100 students undertaking their Bronze and/or Silver Awards. The leadership program motivates young people to set challenges for themselves and pursue a physical recreation activity, learn a new
skill, volunteer in the local 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 outdoor recreation, group management and team building skills. Mr Tait with the support of Ms Thompson and our School Chaplain, James have been strong supporters of the adventurous journey section with their knowledge and enthusiasm for outdoor recreation.

Participants enjoyed two overnight hikes to qualify for their adventurous journey award. Students are able to experience hiking along the beautiful Great North Walk which is part of the Brisbane Waters National Park located on the Central Coast and the Dharug National Park experiencing some of the Old North Road.

In 2014, 24 students successfully completed their training and qualifying expedition towards gaining their Bronze (2 days, 1 night) or Silver Award (3 days, 2 nights). The camps were a great success with students demonstrating their skills in navigation, leadership and teamwork skills.

The Duke of Edinburgh International program will continue to grow in the future and provide opportunities for Swansea High School students to acquire and develop skills, initiative and self esteem which will help them become more confident members of the community.

Mr Casey  Duke of Edinburgh’s Coordinator

Volunteer Program

The volunteer program has been further consolidated with Year 9 students attending local child and aged care centres to gain real world experience in vocational areas. Students also gain a perspective on giving without gaining monetary advantage. The students quickly learn that compensation comes in a variety of forms and the positive feedback and involvements they experience build skills, empathy and a sense of community.

Positive Behaviour for Learning (PBL)

Swansea High began the journey as a PBL school in 2014 with a team of students and teachers who worked collaboratively with the SRC and Healthy Schools Healthy Futures Working Party to develop a vision statement and clear expectations for students. These expectations are based on the school values of respect, responsibility and being ready to learn. These have become common understandings of the staff and students through the explicit teaching of the values through student led groups with support from staff. The expectations were reinforced with a redefined commendation scheme and reward structure and supported with clearly defined consequences for non-compliance. Our initial focus areas have included the playground, oval, canteen, bus lines and toilets. Our data from the referral system has been improving throughout the year and indicates the process is successful. This is considered Tier 1 of the PBL program and we will be entering Tier 2 in 2015.
Science Fair

In 2014, students in Year 6 from the Galgabba primary schools took part in Swansea High School’s inaugural Science Fair.

At total of 36 students from Caves Beach PS, Swansea PS, Blacksmiths PS, Pelican PS and Nords Wharf PS presented their projects at a Science Night in the Swansea High School hall.

Students undertook their projects over a 12 week period and were mentored by Year 10 students from Swansea High School to ensure the scientific method was being followed.

Year 6 and Year 10 students found the process fun and enjoyable. The Science Fair received positive coverage in the local media.

Significant programs and initiatives – policy

Student Well Being

Swansea High School continues to provide quality welfare programs. Students learn best in a positive school environment and programs have been introduced to support students in developing social and personal skills to manage concerns and issues that confront them at school and in the wider community.

The Learning Support Team deals with all issues relating to student welfare including the review of the Anti-bullying, Cyber bullying, and the Welfare and Good Discipline Policy. This team meets weekly to discuss the needs of individual students, review Positive Behaviour for Learning Data, students causing concern and development and evaluation of whole school programs. The team consists of the Principal, Deputy Principal, Head Teacher Teaching and Learning, Welfare Coordinator, Learning and Support Teacher, Year Advisors, Girl’s Advisor, Counsellor and School Chaplain.

The HT - Teaching and Learning is responsible for placement of Student Learning Support Officers in classes or one on one support for students with a disability or students needing curriculum or social support. This faculty along with the Deputy Principal and Year Advisors also prepares the Individual Learning Plans and Health Care plans for students.

There was an increase in school based programs in 2014. In addition to the existing programs students were able to participate in a Horticulture TAFE accredited course, the Girls Social Skills Program, Boys program and Rock and Water.

The Rock and Water program was delivered to students in Years 7 and 8. This program aims to assist students in their development to adulthood by training them in skills to develop self-confidence, self-knowledge and self-respect, boundary awareness, self-awareness and intuition.

The boys program focused on hands on activities to build skills required in a variety of trades. Students have access to cars and small motors that have been donated to the school. They gained skills in motor care, mechanics and maintenance. They have also developed school based projects to expand their vocational skill set. These include horticultural, construction and painting projects as well as computer maintenance and building. As well as employment related skills the boys developed interpersonal and communication skills.

The girls program involved a hair dressing program, beauty and makeup course as well as an analysis of the costing of various products. The course also includes a visual design component with students designing and completing a mural for the school. They were also involved in accessing experience in child and aged care as well as hospitality and car maintenance, including how to change a tyre and check on oil and water. The girls completed a resume based on the skills developed as well as identifying strengths and weaknesses. Their communication, teamwork and support networks were also enhanced considerably.

The Health Futures Healthy Schools program was successfully completed. The program supported an initiative aimed at improving resiliency and well-being in staff and students. We chose to develop student voice as our major focus and have developed a student led welfare program and culture of student advocacy and increased leadership density. There are now 60 students involved in leading the school and researching student responses and ideas for improving the school.

Links with Eastlake Youth Centre provided access to courses such as Drum Beat, Land Care and an outreach Youth Worker based in the school each Wednesday who assists individual students, connected families with services provided by the Youth Centre.
The school also held a successful Anti-Bullying day for Years 7-10. Student led sessions included racism, cyber bullying and digital citizenship which included a presentation from the Police Liaison Officer. There was also a session on Sexual Harassment presented by the Victims of Crime Assistance League. Students were able to show their commitment to standing against bullying by placing their handprint on the Anti-Bullying Wall. They also made anti-bullying posters and could make a statement in the anti-bullying video.

The following programs continued to run in 2014:

- School Chaplain – James Norman
- Peer Mediation – managed by James Norman and Judy Loveday
- RAGE (for young men) and SCREAM (for young women) helping young people to understand, learn how to control, and express their anger in healthy ways.
- Managing the Bull which profiles the Bully, evaluates Strengths and Self Esteem, Communications Building Support and Creating a Personal Protection Plan
- Brainstorm Productions for all student years – including Cyberia, Wired and The Hurting Game.
- Seasons for Growth – Grief focus group
- Student assistance scheme to assist students with uniforms and subject fees
- Project Liberate – A Salvation Army Support Program
- Weekly draw for lunch voucher for respect responsibility and readiness to learn as well as Bluey awards as a part of Positive Behaviour for Learning Program

**Multicultural education and anti-racism**

The whole-school anti-bullying program incorporated an anti-racism sessions as one of four sessions run throughout the day. The session was run by students and included Aboriginal students in the leadership group. There were drama performances, group work around the definitions and impacts of racism in society, the analysis of youtube clips and the development of a rap and dance moves performed at the end of each session. The session rated highly in the evaluation of the day.

**Significant programs and initiatives – equity funding**

**Aboriginal background**

Staff from Swansea High joined with staff from our partner schools to complete the 8 Ways of Learning delivered by the Western NSW Regional Aboriginal Education Team to ensure that staff are not only considering and implementing Aboriginal perspectives into their teaching, but also the way in which they teach Aboriginal students to connect with their culture and learning styles.

Our NAIDOC week celebrations were based around students coming together as a community to develop a contemporary Aboriginal mural with Aboriginal and non-Aboriginal students. Ms Anderson and Mrs Buckley coordinated the painting of our mural which brought together 50 students and a number of staff to record their personal journeys in our local environment in visual form. Our partner schools joined our celebrations by painting an animal of our area to add to our mural. Each partner school presented their animal at the NAIDOC Day assembly and spoke about the significance of their animal to our area and it’s dreamtime stories.

Our Junior AECG was formed and met twice a term to discuss issues important to them and to develop ideas to support their learning both academically and culturally. They identified restarting Sista and Bro speak, continuing with the Didge group and starting a girls dance group.

We were lucky to have Stan, our Aboriginal boys mentor, who supported our boys through the manufacture of their own didgeridoos and subsequently learning how to play. This culminated with a performance at the annual presentation day.
Andrew Balzer, HSIE teacher, provided the organisational support and enthusiasm for this program to occur.

Our East Lake Youth Centre Youth Outreach Program provided a small group support for Aboriginal Boys and discussed issues including manhood and what it is to be an Aboriginal man.

Socio-economic background
As a result of socio-economic funding we were able to introduce a variety of programs to improve student outcomes. These included the following:

- Attendance monitoring to ensure increased day to day attendance and decrease partial truancy
- Additional funding for Year Advisors to support students through difficult circumstances to enable them to focus on their learning. The Year Advisors also provide individual interventions to support student learning.
- A Learning Support Team (LST), led by a Welfare Coordinator, has been established to provide a forum for discussion and proactive planning. The needs are identified and programs developed to meet the need at universal, secondary or tertiary level.
- The establishment of a Positive Behaviour for Learning (PBL) Coordinator who leads the PBL team and supports students in researching needs. The team develops the framework, structures, expectations and rewards for the implementation of PBL. They also analyse data weekly to determine patterns and areas that need to be addressed and students who require intervention. This data is referred to the LST to implement intervention strategies.
- The introduction of a Boys Program designed to provide at risk students with an engaging focus for their education. The participated in car maintenance and repair, minor building and panting projects and construction of an archeological dig site for the HSIE faculty.
- The introduction of a Girls Program for at risk girls to support them in engaging in the school environment. The girls were involved in researching and exploring possible employment options in retail, beauty, hairdressing, design. The girls also gained skills in car maintenance (including changing oil, water and tyres) as well as basic home maintenance skills.
- The Strive program was initiated in 2014. STRIVE stands for ‘students who really want to improve’. Tutors are students from Years 10, 11 and 12 who provide mentoring and academic support to students from younger years. Students have an opportunity to gain assistance to complete assessment tasks, consolidate basic skills and develop more complex skills and study skills. Feedback from parents, teachers and students has indicated that the program is highly successful.
- The implementation of a numeracy program incorporating the universal introduction of the Maths Online Program to support students who do not have parents/carers who have an understanding of the maths content. The program also includes in the year 8 program, the introduction of Newman’s Analysis as the
foundation for better decoding of numeracy problems

- The inclusion of Rock and Water for students in years 7 and 8. This is a program designed to develop skills in resiliency and the ability to understand when to stand up and when to let things go, an essential life skill.
- Investigation into period length to determine if there is a more productive length of period to maximize student engagement and focus.

**English language proficiency**

In 2014 we had a small amount of funding for English language proficiency which was allocated to SLSO support provided when required for assistance with assessment tasks

**Learning and Support**

The learning and support initiatives include:

- The identification of 130 students requiring low and moderate level disability support. These students have had adjustments provided to ensure they experience optimal learning.
- The employment of 2.9 School Learning Support Officers to assist with high, moderate and low needs students in the classroom and also in the playground with social and behavioural support.
- The completion of Personal learning Plans for our Aboriginal students and Individual Learning Plans for our high and moderate needs students.
- The introduction of our STRIVE Learning Centre where students can attend to receive tutoring by senior students free of charge. Currently we have approx. 40 students and 30 tutors involved in the program.
- The Tirriki class which includes students from Stage 4 who have learning disabilities. Teaching strategies are modified and cater for the needs of the students with adjustments made to support each student.
- A work completion and reflection process to ensure all students are accountable for attendance and the completion of all tasks and class work, the key indicators for success. This process culminates in an interview process for years 8 and 10 at the completion of each stage. Students are interviewed by a panel of 4 or 5, including a community member in year 10 to add a real world focus. Students must justify and provide evidence that they have completed all of the requirements to graduate from their current stage and move on to their next stage of learning. If they have not, they put together a plan to address the situation. Students also set their learning goals for the following year at this meeting after considering their strengths and weaknesses. These goals are published for the student and revisited throughout the following year.

**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:

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

**Progress in 2014**

**School priority 1**

**Curriculum & Assessment**

**Outcomes from 2012–2014**

- Ongoing development 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 2014:
- Programs developed and implemented for years 7 – 10 with Quality Teaching Framework embedded in new curriculum programs.
- All programs and assessments differentiated in English in all years and backward mapped from the HSC.
- Some programs and assessments are differentiated in other subjects.

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
- Professional Learning in assessment as and for learning

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 2014:
- The analysis of the new programs in years 7-10 indicate more student focused, kinesthetic learning experiences have been incorporated.
- Music Ensemble, Rock Band and Guitar group have been established and performed at assemblies and other performances.
- Positive Behaviour for learning Framework introduced and 80% implementation of the Tier 1 areas (external to classroom).
- A dance elective was successfully implemented in year 8 and and successfully offered for year 9 2015.

- Successful participation in Starstruck with three groups selected and one student selected for the Junior ensemble.
- Participation in the Electric Bike competition.
- Four students selected in the Hunter Region Flipside Choreography Group.
- NAPLAN results indicated growth above state average for Spelling, Writing and Numeracy.
- HSC results showed better or equal to similar schools in Ancient and Modern History, Chemistry, English Advanced, Mathematics general, PDHPE. Physics also performed well but no comparative data is available.

Strategies to achieve these outcomes in 2014
- Allocated time and professional learning for the development of programs which incorporate the Quality teaching Framework
- Authentic Assessment process for years 8 and 10 ensuring a culture of work completion
- Support for PBL Coordination and establishment of a PBL team incorporating students and staff.
- Recognition for students who are successful and improving their personal best.
- A student reflection process for each assessment task designed to support student self-direction and self-determination.

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 2014:
- Staff have undertaken professional learning with feedback sessions and ongoing staff tests indicating an improved understanding of the super 6 strategies.
- Staff able to plot students on literacy continuum with confidence.
- Improved NAPLAN results with Growth exceeding state average in Writing, Spelling and Numeracy.

**Strategies to achieve these outcomes in 2014:**
- Further resource allocation in 2014 to allow team meetings, observations and the development of resources.
- Introduction of a Literacy Committee to drive implementation and time provided for 3 staff to lead the literacy program.
- Involvement and presenting at Regional and State conferences in Literacy.
- Implementation of a numeracy project within Mathematics and across faculties.
- Cross faculty numeracy program implemented and Fantastic 5 Newman’s analysis program implemented in year 8 maths classes.
- Maths Online provided for all students.

**School priority 4**

**Well Being**

**Outcomes from 2012–2014**
- New staff inducted / Teachers Requiring Accreditation (TRAs)
- 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 2014:**
- New induction program implemented and all new staff completed induction program.
- Increased number of students receiving awards at (20%), and parents attending (50%), presentation assemblies.
- Student representation in student leadership positions doubled with the introduction of the student working party ( a group of student volunteers who assist with research and implementation of programs and PBL ).
- Attendance improved in years 7 – 11 with an overall improvement of 2%.
- Increased involvement in secondary and tertiary interventions (anger management, social skills programs).

**Strategies to achieve these outcomes in 2014:**
- Student and staff representation on the Positive Behaviour for Learning Committee who meet weekly to plan implementation strategies and analyse data.
- Students leading the implementation and teaching of wellbeing programs.
- Continued support for staff wellbeing at Staff Development Days.
- Establishment of an Attendance Coordinator who has implemented a best practice monitoring process.
- Ongoing 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 well-being.
- Aboriginal Programs developed and implemented.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- Student forums held to evaluate the school plan and identify how effectively the Quality teaching Framework was embedded within the programs and teacher practice. The responses were overwhelmingly positive.
- An anti-bullying survey was completed by students from 7 – 12 indicating that a small number of students (8%) had experienced bullying and harassment. It was pleasing to note
that a significant number of students 50% had not experienced or seen bullying in the school.

- Stage 5 students were surveyed using Langford tools to determine whether their courses delivered were challenging and engaging at their particular level. They were also asked to provide feedback on assessment tasks and the level of support provided to ensure they achieved their personal best.
- Parent surveys were held at each parent teacher interviews with parents indicating strengths and weaknesses of the school.
- Staff provided feedback on school progress each term in a staff led session looking at the school plan as well as specific programs including the literacy program.
- The Healthy Schools Healthy Futures surveys were undertaken during term 4, 2014 to determine staff and student well-being and resiliency. The results of this survey are yet to be published.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

The key Strategic Directions and strategies are as follows:

1. **Creating stimulating learning environments**: To create physical and learning environments that have high expectations, are engaging, personalised, flexible and inclusive and where students and staff gain skills to support their physical and emotional safety.
   - Focus areas - Quality Teaching, Differentiation and Assessment as and for learning

2. **Developing positive partnerships and relationships**: Fostering positive relationships within and beyond the school to create peaceful, respectful and productive learning environments. To create partnerships beyond the school that increase networks and support improved opportunities for authentic, real world experiences.

3. **Promoting individual personal best**: Opportunity for success is the right of all students and staff. Tailored learning supports the achievement of personal best and develops self-confidence.
   - Focus areas - Literacy, Numeracy, Learning Plans, Teacher Induction and Accreditation

**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.

Robyn Leggatt - Principal
Guli Skamperl - Deputy Principal
Paul Nebauer – HT Science
Lidija Nenad – HT English
Bruce Eyre – HT Maths
Mark Brown – HT TAS

**School contact information**

Swansea High School
Park Ave, Caves Beach
Ph: 02 49711944
Fax: 02 49721378
Email: Swansea-h.school@det.nsw.edu.au
Web: www.swansea-h.schools.nsw.edu.au
School Code: 8389

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: