Messages

Principal’s message

Orara High is a very vibrant school that successfully caters for students with a wide range of academic abilities, socio-economic circumstances and nationalities.

We boast a very dedicated staff with a good blend of experience and youth. As Principal, I am very proud of the excellent work of our teaching and administrative staff, and of the wonderful academic, cultural and sporting successes of our students.

I present the Orara High School Annual School Report for 2012. I hope that you enjoy the read.

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.

Frank Stanton - Principal

P & C message

Our year began with the Year 7 students and parents sausage sizzle. The evening was well attended again and special thanks to our canteen manager Jo Carter and all the P&C members who attended and helped make the evening a success.

In March, the school held a Memorial Assembly in honour of our late Principal Graham Mosey and a garden at the entrance to the school has been dedicated to him. It was a privilege to be in attendance to witness the respect shown by all the students and staff, and it was lovely to have Graham’s wife and daughter attend the assembly.

The ANZAC Day ceremony has always been organised by Richard Braithwaite. The ceremony in 2012 was his final year at Orara High School and was certainly one of his best ANZAC services. Everyone who attended was most impressed and all the students were very respectful of the occasion.

For the first time the Year 10 Scholarships were introduced to the school. I sat in on the selection panel with the Principal Frank Stanton and Year Advisor Tim Rodgers to help decide which six students would benefit from the scholarships. This was a most enjoyable time and a very tough decision, because of the high standard of all of the applicants. I encourage the members of our P&C to be involved in the future, if only to witness our incredible youth at Orara High School.

The School Environmental Group is a wonderful initiative of our school and the school grounds are a credit to all who are involved. The school feels so much more welcoming now, especially from the Joyce Street entrance and must have a positive influence on visitors and students to the school. Upon request, the P&C was happy to donate $260 towards the cost for a new garden shed to hold equipment for the Environmental Group.

The Year 12 Common Room, at the end of the library, was provided to the students by the school. This was a wonderful opportunity for Year 12 with their Year Advisor (and P&C member), Julie Cross, instrumental in bringing it all together along with her usual energy, enthusiasm and personal effort. The P&C donated $825 towards the connection of plumbing for the much needed sink. My personal hope is that after so much effort to provide this facility, valued by the majority, that it can be successful in the years ahead.

The P&C was extremely happy to donate $2,000 towards the purchase of much needed school lockers. We were also pleased with the agreement that the exiting lockers would be painted and revitalised for continued use.

As always, we contributed towards the Presentation Day Assembly by donating $300 for the P&C Principal’s Awards.

Also during the year we continually supported students who travelled for sporting events. It
was decided by the P&C some years ago that we would take each request for funding assistance case by case, as sometimes it could be an individual and other times a sporting team.

Efforts were made during the year to change the school uniform and this looks like it will be implemented with the next 12 months with 2012 being a transition year.

Happy Birthday Orara High School! The school turned 40 in October 2012. An Open Day to the public and Anniversary Dinner was arranged. Sadly this did not eventuate due to the sudden passing of a Year 12 student. A more intimate dinner was held in honour of the 40 years at Coffs Ex Services Club in February this year. The P&C also held a “Thankyou Dinner” for past P&C members who were instrumental in starting the school 40 years ago. Life Members of Orara High School P&C, Margaret Hoschke, Barry Hallgath and Beryl Bracken (with apology from Jean Millward) along with long standing Canteen manager, Ruth Budge were able to attend and a good time was had by all with memorabilia, reminiscing, and some good stories shared.

When I first joined the P&C in 2007, we asked the SRC to survey the students about what they would like most for their school. Seating and shelters were seen as the most important to them. The P&C then undertook to fulfill the need of the students to provide them with some shelter. Once half the money was raised we applied for a grant to cover one basketball court, which unfortunately did not eventuate. Therefore the P&C committed to paying the full cost of shelters. Finally by December 2012, after a lot of red tape and organisation, especially by our Secretary Meg Kitchner, we had sufficient funds to donate three shelters which were provided by North Coast Sheds and Shelters of Coffs Harbour who had patiently assisted with many quotes and finalisation over the six years of planning. The three shelters were erected over the December 2012 and January 2013 school holidays. We were also able to provide four sets of heavy duty seating, made from recycled plastic. With three sets already at the school, this made it possible to have two sets in each shelter and to leave one in the Year 11 and 12 Area near the lift.

Two shelters were erected on the eastern side of the school out from the canteen and will be able to be used by the students during breaks, for sport and PE classes and will be very useful for sporting events such as the Athletics Carnival. The larger shelter on the western side of the school was erected on the understanding of the P&C, that this area would be used mainly by Years 11 and 12 and as an outdoor learning area where all staff could hold outdoor classes. We see this as a great advantage to the school. After six years we are extremely pleased to see this project completed. Total cost donated by the P&C for the shelters was $49,764 and the seating donated by the P&C was $7,600.

The P&C was also happy to donate $250 towards a mosaic for the quad for Harmony Day. The ESL and aboriginal students will be participating in the making of the mosaic. We look forward to viewing the end result (let’s hope it is the first of many).

We would especially like to say a big thank you to Jo Carter for her tireless work in the canteen and to her volunteers. Jo’s organisation and assistance with our sausage sizzles is to be commended. The P&C sausage sizzles are held at two parent/teacher nights each year and once early in the year to welcome Year 7 students and parents. The canteen is the major fundraiser for the P&C.

A very big thankyou to our Principal Frank Stanton for his continued support of the P&C, his communication of information to us at all times and for always keeping us involved in what was happening at the school.

Last but not least, special thanks to the hardworking executive and long standing members Meg Kitchner, Cathy Floyd and Debbie
Shilling, past President Di Kingsford-Smith and our new treasurer Neah Williams. Also thanks to our newer members for their contribution over the last 12 months and continued interest and commitment. Our P&C is in very good hands and I wish you all well for the future years, and look forward to Orara High School’s 50th Anniversary with keen interest.

Ingrid Gardiner - President 2012

Student representative’s message
Orara High’s student leadership team is made up of the four School Captains, four representatives from each year, two SLIKK (Student Leadership is for Koori Kids), one representative from the ESL student body and one representative from the Support Unit.

The SRC meets every week with the coordinators to discuss issues that need to be addressed and these formal meetings are run by our elected chairperson. Minutes are also taken by an elected Secretary which are then filed and referred to for previous minutes in discussion.

The student leadership team organises many school events and fundraising activities. The SRC chooses to raise money for local charities and this year donated money to the Westmead Children’s Hospital Research Institute. We willingly assist organisations such as Legacy, the Cancer Council and Red Cross with their annual collection days. Requests for financial assistance by both sporting teams and individuals representing Orara High at Regional, State and even National levels are always met with favourable consideration. The SRC organises a social each term and the chosen themes continue to prove to be extremely popular and we are very proud that they are always well attended. We also hold a BBQ fundraiser at least once a term to help raise money for our charity.

Mufti Days are also very popular. This year we held a State of Origin Mufti where students were asked to wear maroon or blue to support their state team. Another highlight for the leadership team is organising an Amazing Race style treasure hunt and a barbeque for the Year 6 students from our feeder primary schools on the Orientation Day held at the end of the school year. The interaction Year 6 students have with the older students appears to give them greater confidence when they enroll as Year 7 students at Orara High School. The team also continued organise a School Sporting House Challenge to help clean up the school and continues to help run School Clean Up Days, which have been very successful.

SRC members welcome visitors to our school for such important events as Parent/Teacher evenings and information nights, as well as taking an extremely active and high profile role during our more formal occasions such as Presentation Day (hosted entirely by the 2012 Captains and Vice Captains) and Farewell Assemblies. Our captains lead the full school assembly every week until they leave to sit for the HSC and every member is asked to report back to their year group on the activities that the SRC have been involved in at their Year Meetings. Our captains fly to Sydney to meet with the Governor and other student leaders each year. This visit is funded jointly by both the P&C and SRC. The captains lay a wreath at the Anzac Day Dawn Service and the entire SRC student body takes part in the march to the Cenotaph. We also attend the Remembrance Day Commemorations in November.

Margaret Harrison – 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 enrolment figure of 674.6 for 2012 includes 26 students in our Support Unit.

Student attendance profile

Management of non-attendance

Rolls are marked electronically each period and SMS messages are sent to parents when students are absent.

When the number of absences becomes a concern, letters are sent to parents indicating the number absences and requesting reasons for the absences. In more serious circumstances, referrals are made to the Home School Liaison Officers.

The school has also encouraged excellent attendance with certificates and canteen vouchers for students who have maintained excellent attendance patterns.

Retention to Year 12

The following graph shows the retention rate over the last five years for students who completed Year 10 at Orara High School and remained at Orara High School until the completion of their HSC.

Our Retention Rates are compared to all NSW state High Schools and to our local School Education Group (SEG) consisting of Toormina, Coffs Harbour and Toormina High Schools.

Post-school destinations

The following table shows destinations of Year 12 students completing the HSC in 2012:

<table>
<thead>
<tr>
<th>University</th>
<th>TAFE</th>
<th>Employment</th>
<th>Seek Employment</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>28%</td>
<td>23%</td>
<td>10%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Orara continued to offer a range of Vocational Education and Training (SVET) and TAFE Education and Training (TVET) courses to senior students. In Year 12, 40% of students undertook a VET course, while in Year 11, 46% of students were involved in a school based VET course, a TAFE delivered VET course or a school based traineeship or apprenticeship

Courses undertaken in 2012 included: accounting, business, hospitality, entertainment, retail, aged care, information technology, construction, automotive, electro-technology and tourism. Several students who were involved in school based traineeships have been offered employment with their traineeship providers.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 60 students who presented for the HSC, all were successful in attaining the HSC credential. In addition to HSC courses studied, other TAFE and Framework courses were also undertaken.
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>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>43.1</td>
</tr>
<tr>
<td>Teacher of Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Itinerant Teacher Visual</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.8</td>
</tr>
<tr>
<td>Aboriginal Education Assistant</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13.9</td>
</tr>
<tr>
<td>Norta Norta Tutors</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>81.2</td>
</tr>
</tbody>
</table>

The figure of 43.1 for Classroom Teachers includes 38.2 (school entitlement), 1.9 (Priority Schools Program) and 2.0 (small schools supplementation).

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

In 2012, the school employed Indigenous staff in the position of Aboriginal Education Officer and Norta Norta Tutor.

Staff retention

During the 2012 school year, we lost three teachers (Mr Kevin Mackay, Mr Dick Braithwaite and Mr Phil Kennedy) and one administrative staff member (Mrs Margaret Hayes) due to retirement and one teacher (Mr Michael Bleakley) due to promotion.

Mrs Rachel Murray who replaced Margaret Hayes also transferred out of Orara High at the end of 2012.

I wish each of these people success in the next chapters of their lives.

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>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</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>$30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>1121983.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>539636.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>486804.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>129047.98</td>
</tr>
<tr>
<td>Interest</td>
<td>47496.85</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>75260.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2400230.03</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>60754.33</td>
</tr>
<tr>
<td>Excursions</td>
<td>47364.73</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>86158.80</td>
</tr>
<tr>
<td>Library</td>
<td>9082.31</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9260.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>624307.98</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>167416.79</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>128185.14</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>101344.98</td>
</tr>
<tr>
<td>Maintenance</td>
<td>55294.19</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>59670.68</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12125.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1360965.75</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>1039264.28</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement will be tabled at a P&C Meeting early in 2013. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts

2012 was a highly successful and productive year for the Creative and Performing Arts (CAPA) faculty.

The school musical *Rock Apocalypse* was staged to great success with eight performances that demonstrated the talent, skill and dedication of Orara’s staff and students.

Highlights of the year in art included very good HSC results and our Annual Art exhibition contained more than 350 artworks that were mounted and displayed during Education Week. These were well received by parents, staff and visiting schools. Another highlight was our innovative and creative *Bodies of Artwork* completed by our Year 12 students, with excellent work by Billie-Jo Fisher, Brianna Honeysett, Jacob Perrott and Rohan Gardiner.

A second digital photography class started and showcased their talents in some skillful and original photographs. We are confident these again will do well in the HSC exams.

The music faculty also achieved good HSC results. The music faculty also showcased our talented students in our school musical, CAPA nights, *Orara’s Got Talent* and multiple assembly performances. Another highlight was the success of the drumming group, reflecting our African students’ heritage. The group performed at major conferences and public venues to wide acclaim.

Our music teachers, Mrs Hawley and Mr Quiring started a concert band and the students are growing in skills and confidence weekly.

The drama faculty also had a productive and successful year with a series of great performances. Some of these included:

- the local Eisteddfod, where multiple prizes were won;
- Platform 12, where our seniors were chosen to show their skills;
- CAPA nights where groups and individuals performed;
- Theatresports where great comic and timing skills were gained; and
- performances for visiting schools and excursions to great plays such as *Stolen* and *Ruby Moon*.

Our good HSC results reflect the skills and intellectual development of our students. We look forward to enjoying more creative teaching and learning throughout 2013.

Sport

2012 was a year of sporting achievements at Orara High School. Throughout the year our students have enjoyed considerable success in touch football, soccer, netball and Rugby League. Also, Orara High School had a strong representation in the School Carnivals, Combined High Schools knockouts and selective representative trials.

The Swimming Carnival was held in early February and gave an early indication of the students’ competitive spirit. A staggering 18 records were broken this year. Eight records alone went to Joshua Chapman. As expected Joshua Chapman was a standout at the Mid North Coast, North Coast and State swimming carnivals making it all the way to the School Sports Australia Swimming Championships. This year, a proud Joshua Chapman was awarded the NSW Swimming Blue for his efforts in competitive swimming.

Despite the greasy conditions, the Cross Country unearthed some potential stars for the future. Michael Kita and Caleb Lokpo, both from Year 7, progressed to blitz the Mid North Coast Carnival. They became respective 12 Year and 13 Year MNC Age Champions. Gum Mayak from Year 12 joined Michael and Caleb representing North Coast at the State Cross Country. While the boys
did not come a place, they still run with the top ten runners in the state.

Thankfully, this year’s Athletics Carnival was not completely washed out. Unfortunately, the wet conditions meant that a majority of the field events were cancelled. Consequently many students advanced on nominations. Also, the track events did not witness any new records. However, the level of participation in the remaining events was extremely high. Orara enjoyed a large number of individual and relay team successes at the Mid North Coast and North Coast Carnivals. Michael Kita performed strongly at the State Carnival earning several medals. These include Gold in the 800m, Silver in the 200m and Bronze in the 100m. Kaman Malou also enjoyed success at the State Carnival earning a Bronze in the 800m.

This year has seen many sporting achievements from our representative teams. The Open Boys Soccer made it to the final of the north coast knockouts. The boys’ Under 16 futsal team went all the way to become North Coast Champions. The girls’ tag team did exceptionally well at the inter school competition during Term 3, losing only one game in eight. The Under 15s Rugby League side made it to the finals in the Buckley Shield. This is looking good for the Open Boys’ team next year.

There is little doubt that Orara High will enjoy success in the following years. It is true that the school is experiencing a rebuilding phase as its older athletes graduate, however, the talent and commitment that is being exhibited by its younger students will ensure that Orara will become one the best sporting schools on the North Coast.

**Academic**

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 our school name in the **Find a school** and select GO.

**Higher School Certificate**

The following two graphs compare the performance of Orara High School students to that of students statewide (state DEC 2012). The graph also shows our average performance over the last five years (school average 2008-2012) and the results of schools with students of similar socio-economic background (Statistically Similar Groups - SSG 2012).

These results are only available for courses with a cohort of ten or more students.
Significant programs and initiatives

Aboriginal education

Currently about 18% of students at Orara high school identify as Aboriginal, Torres Strait Islander (ATSI). The school has a full time Aboriginal Education Officer (AEO).

For 2012, the school applied for and received substantial funding, through the Norta Norta Federal Government initiative, to support Aboriginal students. The loss of Norta Norta funding for 2013 will greatly impact on students as they will no longer receive the same degree of in-class support.

During the first semester the school employed two full-time in-class tutors to work with individual students in Years 7 and 8. The tutors worked closely with the Support Teacher Learning Assistance (STLA) with an extensive focus on literacy and numeracy and assistance was provided to both Aboriginal and non-Aboriginal students to develop a unified approach and build broad acceptance. In the second semester the school received an additional STLA who continued to work with the existing STLA to support Aboriginal students and support was also sought from the AEO in the absence of the tutors.

For the senior school, the Norta Norta program provided funding for two trained teachers to work with students with a strong focus on English and Literacy development across all KLAs. In the first semester, two full-time mentors were employed to support Aboriginal students in Years 10 to 12. Their focus was to develop literacy, planning and organisational skill across all subject areas and support was provided by focusing on their assessment schedules as this ensured all students received equitable support. Support was also provided to other students in the classroom. Extensive support was provided during the first semester with both mentors assisting the program and this was supported with one trained mentor in the second semester. This approach proved extremely successful in the previous two years, however, this year the support was not implemented as planned and only some students gained support, which was disappointing.

Due to changes in state funding and the anticipated loss of Norta Norta funding, the school has developed a mentoring support package to support Aboriginal students in 2013. The package has guidance notes for staff mentors and work units to support students. The package will be used to establish a support program for...
Aboriginal students as well as all senior students Years 10 to 12.

A number of celebrations of Aboriginality formed part of the school calendar, including Deadly Days, National Sorry Day and NAIDOC week.

During the year the school gained additional funding to establish a traditional Aboriginal Boys dance group. This was highly successful and the boys were mentored by an outside teacher. The dance group performed at all district primary schools and some high schools and was an outstanding opportunity for the boys to learn and share their culture with other students. The dance group also performed at two state conferences, the local ex-services club, the Bellingen Aboriginal festival as well as taking part in the Saltwater Freshwater training program in preparation for the 2013 North Coast Saltwater Freshwater Festival. The dance group was a highlight for the school and promoted great pride amongst Aboriginal students. However, the difficulty in recruiting younger students to join the dance group will impact on the dance groups’ sustainability.

The teaching of Aboriginal Studies in the Year 7 curriculum for all students continued and this year all Year 7 students attended a culture awareness camp at the Arrawarra Culture Centre. This opportunity was very well received by students who appreciated learning about Aboriginal culture. This course will continue and it is anticipated it will develop a broader understanding of Aboriginal culture to all students. The involvement of Elders from our Aboriginal community to further enrich the content of this course was not successful. As a result the school has supported the AEO to attend language classes at the TAFE to learn Gumbaynggirr language. He has been teaching some of the Year 7 classes and this has been well received.

Since 2009 the school has been a strong supporter in working with the Australian Indigenous Mentoring Experience (AIME) program that operates in collaboration with Southern Cross University (SCU). This provides additional support for Aboriginal students in Years 9 and 10 to participate in a program at SCU which focuses on building pride, belonging and academic skills.

During the year, the Norta Norta team trialed a systematic approach in developing Personalised Learning Plans (PLPs) for Aboriginal students. This was partially successful but the school has found it difficult to engage parents/carers to become part of the learning cycle in supporting Aboriginal students.

To increase the attendance of Aboriginal students the school initiated a school-to-home contact program where the AEO maintained a daily check on attendance. However, the school had difficulties in achieving this and we have had little success in improving attendance of Aboriginal students. This is clearly an area for development in 2013.

**Multicultural education**

Orara High School has a large number of students from non-English speaking backgrounds, many of whom are refugees. They come from Africa, Burma and the Middle East. To support these students the school has extensive English as a Second Language (ESL) program, including an Intensive English Class for newly-arrived students. Initiatives to promote multicultural education include an African drumming group, which is in demand for performances in the wider community. A Refugee Transition Program which operates a coffee shop for teachers two days a week and published a book of students’ artwork and writing *Before Today and Forever* which was launched at *The Glass Without Water* exhibition at the Bunker gallery for the general public.

The program also provided professional development for mainstream teaching staff to develop awareness and skills in teaching students from a non-English speaking background.

Harmony Day activities celebrated the diversity of cultures in the school with all students in Years 8 and 9 participating in workshops on different aspects of Australian, African, Asian and Aboriginal culture. Students also braided hair and gave henna tattoos at lunchtime.

A program of dancing and drumming workshops was provided for students during refugee week and culminated in a performance and combined schools picnic on refugee day.
An ESL homework club runs in the library one afternoon a week and provides afternoon tea, tutoring and transport. Non-English speaking parents are invited to the school for open days, information sessions about educational pathways, work experience and laptop use. Police liaison officers, employment agencies and health workers visit the school to increase ESL student awareness and knowledge. A strong network of support staff and volunteers also contribute to the learning and social needs of the ESL community.

**Priority Schools Funding Program (PSFP)**

During the last eight years PSFP has injected over $700,000 into the school. This money has allowed us to establish many programs which are now embedded into the school. It has also allowed for Teacher Professional Learning to be supported in the area of Quality Teaching.

This year’s expenditure of $80,245 has included:

- Quality Teaching $31,331
- Quicksmart $11,707
- Community Liaison Officer $21,181
- Attendance $5,850
- School Class Culture $6,500
- Peer Support $2359

The Portfolio Project, Quicksmart, the employment of a Community Liaison Officer, gifted and talented, Orara Great Mates and Attendance procedures are some of the initiatives that will continue in the school after the end of the funding.

Despite a 98.6% return rate of surveys in 2012, Orara High School was not successful in gaining PSFP status for 2013 and beyond.

**Progress on 2012 targets**

**Area 1 – Organisational Effectiveness**

**Targets**

- All school policies regarding school routines are developed in writing and made available to all staff.
- All appropriate procedures are implemented to improve and maintain the overall school appearance.
- A thorough evaluation of school uniform is completed in 2012 for implementation in 2013.
- A successful 40 year School Anniversary will be conducted in 2012.
- All committees and teams will be operating with goals and role statements.
- Healthier eating habits will be promoted to students and parents.
- Substantial progress is made towards a “paperless” school.

Our achievements include:

- Several policies such as *Mobile Phones* and *Discipline Levels* have been developed.
- The new school uniform has been developed for implementation in 2014 with 2013 being a transition period.
- The 40 Year School Anniversary was held in February of 2013.
- Many school teams have been operating successfully and this continues as a priority in 2013.
- The school canteen has made significant progress towards healthier foods with soft drinks no longer being sold.
- The School Newsletter is now distributed electronically.

**Area 2 - Student Engagement and Attainment**

**Targets**

- Improve the mean attendance rate of students by 2% each year.
- Raise the attendance rate of indigenous students by 2% each year.
- Decrease the number of long suspensions by 5% each year.
- Reduce the number of suspensions of indigenous students by 5% each year.
- Increase the retention rate of students from Year 10 to Year 11 by 5%.
• Increase the retention from Yr10 to Yr12 for indigenous students from by 5%.
• Maintain the number of students accessing school-based traineeships.
• Decrease the number of ‘N’ Award letters by 5% across Years 9 to 12.
• Evaluate, develop and implement the school’s Welfare/Discipline and Attendance policies.
• Develop Positive Behaviour for Learning (PBL) targets and action plan for 2012.

Our achievements include:
• Anecdotal evidence suggests that the school has had some success in reaching the attendance, suspension and retention targets. The school will conduct a detailed analysis as part of its School Management planning in 2013.
• The number of students accessing VET courses or school based traineeships has increased in Year 12 but decreased in Year 11.
• The development of the Welfare/Discipline Policy has been achieved and work will commence on the Attendance Policy in 2013.
• The school’s Positive behaviour for Learning Program will be revisited in 2013

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Human Society and Its Environment (HSIE).

Background

Human Society and Its Environment (HSIE) is a core subject which is a compulsory study area from Years 7-10.

In Years 11 and 12, the HSIE faculty offers courses to cater for the needs of all students who wish to pursue their studies in a variety of areas. These include: geography, modern history, ancient history, extension history, business studies, legal studies, society and culture, Aboriginal Studies and business services.

The school conducted a survey to assess learning practices throughout the faculty. Students completed 20 questions related to their perceptions of teaching practices and the development of both positive and supportive cultures and relationships within the HSIE faculty. All surveys were confidential.

Findings and conclusions

Positive responses from students include:
• Teachers respect students (95% as Usually Occurs or Always Occurs)
• I am informed of what assessment tasks are required and when they have to be done (91% as Usually Occurs or Always Occurs)
• Teachers expect me to do my best (89% as Usually Occurs or Always Occurs)
• Teachers are interested in what we are doing (83% as Usually Occurs or Always Occurs)
• We have access to digital technology such as smartboards (80% as Usually Occurs or Always Occurs)

Negative responses from students include:
• My teachers talk to my parents if I am not performing to my potential (13% as Usually Occurs or Always Occurs)
• We have used library resources in our HSIE lessons (31% as Seldom)

In general, girls responded more positively than boys and were far more likely to seek assistance from their teachers than boys. Girls also responded more positively with regards to showing respect to their teachers. No particular year was more positive or negative than any other, indicating a uniform approach to the education of all students at Orara High School.

Future directions

The results of the survey will be presented to the HSIE staff so that an analysis may be conducted on their strengths and weaknesses and incorporated into teaching programs and related school plans and practices.

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 developed a brief survey of communication and organisational practices. Not all questions were issued to students, staff and parents. However, questions issued to all groups were similar for comparative purposes. Some questions used in the 2013 survey related to the 2012 survey (Assessment and Reporting) and can be used for comparative purposes.

The survey was issued to all staff and to students in Years 8 to 12 students and parents. Only responses from students Years 10-12 are included in this summary. Year 7 were not included as they had not been at the school long enough to answer the type of questions asked. Students completed the survey in class.

The return rate was:

- Students 28.3 %
- Parents 11.5 %
- Staff 42 %

From the data received, results were graphed and tabled with the following areas highlighted:

- Approximately 91% of households have internet access. This was a similar response to the 2012 survey (90%)
- There was significant discrepancy between staff opinion and that of students and parents regarding:
  - clarity of guidelines on task expectations given to students (similar to 2012 survey);
  - quality of feedback provided to students on how to improve performance;
  - student awareness of assessment schedules;
  - adherence to published assessment schedules (similar to 2012 survey);
  - guidelines given to students on grading of tasks (similar to 2012 survey);
  - regularity of parent information evenings addressing student progress, assessment and general information (eg. RoSA); and
  - staff who show they care for students.
- There was strong support amongst students and parents for more regular and briefer reporting on student progress
- Contact made by the school to parents is largely based on student misbehaviour. Students and parents feel that the school does not make enough contact with the home on student progress.
- There was a strong indication that parents and students were seeking more information in semester reports that indicated how a student was performing in terms of marks and comparison scales
- Interim reporting was very popular amongst both students and parents (similar to 2012 survey)
- Parents indicated strongly they felt welcomed and listened to when they came to the school. Parents also strongly indicated they felt comfortable in contacting the school to enquire about student progress
- There was strong support for developing how the school celebrates student academic achievement
- Both parents, staff and students indicated they supported greater curriculum choice to meet the needs and ability of students
- There was overwhelming indication by parents, staff and students for the school to develop ways for supporting and encouraging students to reach their potential
- There is significant concern amongst staff that the school needs to improve internal communication and organization, and establish clear and consistent school policies and practices.
- There was a clear desire by staff, students and parents for a greater emphasis on developing study skills in students across all year groups
- Parents, staff and students indicated positive support for improvements made in school uniform
- There was some concern as to how comfortable and confident students felt about talking to various staff and the feeling they had of being listened to and supported

**Future directions**

Following the data received through surveying staff, students and parents, the school seeks to further investigate the following areas:
• Improving and updating regularly the school internet, especially to assist parents in supporting their child

• Investigate and develop a structured approach to developing in students a range of study skills that are delivered regularly and consistently across all years groups

• Investigate ways of addressing the desire of students and parents for more regular reporting on student application and progress

• Investigate more effective/relevant ways of reporting and celebrating academic achievement

• Investigate ways of improving feedback and opportunity to develop staff professionally

• Further investigation is needed on how to broaden the school curriculum to bring greater choice. Associated is the need for students to develop curriculum plans: this was supported strongly by both staff, parents and students

• The school needs to explore ways for further supporting/encouraging students to reach their potential

• The school’s PBL (Positive Behaviour for Learning) strategies need to be evaluated if they are to improve student attitudes, especially as seen by the students. There is a need to develop student confidence and making students feel comfortable in approaching staff

• There is a strongly felt need by staff to review and develop whole school communication, organisation and policy and for KLAs to incorporate the School Management Plan into KLA directions. Clear school goals and directions need to be communicated to staff and parents.

• Investigate ways of building relations for improving how students feel about approaching and talking to staff

Professional learning

In 2012 all staff actively participated in professional learning activities. $30,114 was expended during the year which equates to $527 per teacher. The breakdown of expenditure for 2010 was:

- use of ICT for teaching $1,840
- literacy and numeracy $10,166
- quality teaching $11,937
- syllabus implementation $7,243
- career development $14,009
- welfare and equity $6,308
- beginning teacher $1,607

The school maintains an accurate database of all Teacher Professional Learning (TPL) activities offered and attended by all teaching staff. This was established in 2009 and each year, all KLAs are issued with details of involvement from each staff member. The database is also used to identify areas of training and/or expertise for building ‘professional depth’, sustainability and accountability. The database is accessible to all staff through the school intranet.

In 2012, all TPL activities were determined by the school executive and all approvals were based on school priorities. Feedback to staff is encouraged with major TPL activities providing feedback at staff meetings or school development days.

In consultation with staff, the school executive determines School Development Day agendas based on school needs and NSW Department of Education and Communities priorities.

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 – Literacy and Numeracy

Outcomes for 2012–2014

• The value added growth from Years 7 to 9 for Numeracy and Literacy exceeds state average.

• The school means in Literacy and Numeracy for Year 9 is commensurate with state mean.

• There is a high level of staff participation in Professional Learning in Literacy, Numeracy and relevant technology.
2013 Targets to achieve this outcome include:

- Improve the value added growth from Year 7 to Year 9 in overall literacy by 2 marks from 41.6 to 43.6.
- Improve the value added growth from Year 7 to Year 9 in numeracy by 2 marks from 44.2 to 46.2.
- Increase staff awareness of and expertise in literacy and numeracy skills measured by pretesting with 2012 Year 9 NAPLAN tests and post testing with the 2014 NAPLAN Tests.
- Demonstrate increased staff/student digital literacy skills – particularly in hypertext navigation and effective internet research through pre and post testing.
- Improve the mean in numeracy and literacy in Year 9 by 2 marks in 2012 and 2013.
- Increase staff awareness of the literacy and numeracy continuums.

Strategies to achieve these targets include:

- Continue the Literacy team and establish the Numeracy team as part of the School improvement team with clear goals objectives and roles established.
- Maximise the use of interactive whiteboards and interactive data projectors in developing writing.
- Focus on improving hand writing skills particularly in extended responses.
- Release staff with expertise to scaffold short and extended response.
- Conduct further school data analysis and literacy training workshops @ staff meetings & SDDs
- Conduct faculty specific workshops in embedding literacy and numeracy in teaching & learning (QT).
- Focus on Mathematical setting out and extended responses.
- Implement digital literacy workshops for staff @ SDDs, staff and faculty meetings.
- Increase staff participation in online courses in laptop software such as Photoshop, One Note, FreeMind and Dreamweaver.
- Increase number of student entries in short film contests, writing comps, art comps, maths comps, etc that require digital literacy skills.
- Increase number of staff trained in specialist programs such as Reading to learn and Accelerated Literacy
- Increase student participation in the Premier’s Reading Challenge and the Premier’s Debating Challenge
- Promote homework learning centre to ESL and Indigenous students.
- Establish Literacy and Numeracy Links with primary schools to bridge gap between Years 6 and 7.
- Continue the Quicksmart Program.
- Introduce specific mathematics programs (software) for use by students to increase interaction and engagement (Maths Online) at one lesson per fortnight as a minimum.
- Embed regular Literacy and Numeracy NAPLAN practice in programs across KLAs.
- Implement a program of explicit literacy teaching of literacy during pre-determined lessons in Year 7 and 8.

School priority 2 – Curriculum and Assessment

Outcome for 2012–2014

- Orara High School caters for the needs of all students through excellent curriculum choices, curriculum procedures and assessment practices.
- Value added results for HSC subjects are in general, above state average.
- Orara High School students enjoy a wider choice of subjects through the CS5 project.
- Successfully implement the new BOS curriculum.

2013 Targets to achieve this outcome include:

- Implement a GATS identification program.
- Classroom usage of laptops has increased across faculties and in frequency with all staff.
• Introduce new technologies such as interactive data projectors.
• Curriculum and Assessment practices throughout the school have been evaluated and recommendations implemented.
• Refine all three schedules to more closely align handbook formatting; and task tables to syllabus requirements.
• Achieve the online publication, emailing of the majority of schedules to recipients.
• Assessment practices align with the Record of School Achievement (ROSA).
• Increase from 0% of staff in 2012 who feel confident to implement new BOS syllabus requirements in History, Science, Mathematics and English (Years 7 to 10) to 100% of staff by the end of 2013.

Strategies to achieve these targets include:
• Establish a Curriculum Committee to evaluate and refine curriculum options and school practices.
• Establish a School Improvement team to evaluate Quality Teaching (QT) assessment practices and enrichment practices.
• Survey students, teachers and parents about assessment practices.
• Promote the achievements and opportunities in subject areas such as CAPA, VET, TAS and GATS.
• Coordinate Professional Learning on setting quality authentic assessment tasks.
• Investigate and implement A Learning and Response Matrix (ALARM) adjust Assessment Schedules as required.
• Publish PDF formatted schedules online on school website. Email PDF formatted schedules to recipients where possible.
• Actively promote the participation of Orara High School in the C5 project further implement C5 within each school.
• Provide professional learning courses, and devote School Development Days (SDDs) for staff to gain confidence and expertise.
• Investigate and implement if appropriate, an alternative curriculum in Years 11 and 12 to better cater for the needs of disengaged students
• Investigate and implement if appropriate, a Compacted Curriculum Model for Years 11 and 12.
• Investigate and implement if appropriate changes to curriculum in Years 9 and 10.

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.

Frank Stanton  Principal
Ingrid Gardner  P&C President
Andrew Minisini  Deputy Principal
Kim Harland  Careers Advisor
Howard Spearing  Head Teacher HSIE
Guy Morgan  Head Teacher (CAPA)
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:
<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Quality Teaching</td>
<td>$31,331</td>
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<tr>
<td>Quicksmart</td>
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<tr>
<td>Community Liaison officer</td>
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<tr>
<td>Attendance</td>
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<tr>
<td>School Class Culture</td>
<td>$6,500</td>
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<tr>
<td>Peer Support</td>
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