Our school at a glance

Students

Our students have a diverse range of abilities and come from a wide variety of backgrounds. The school also has a significant Aboriginal population. The curriculum, class structures and education programs are therefore designed to accommodate these diverse needs. There is a considerable amount of extra-curricular activity supporting the learning opportunities provided to students.

Staff

The staff profile is characterized by experienced, talented teachers. There is a very low turnover of staff. The school has a vibrant Aboriginal Education team with significant input from Aboriginal learning support officers and community liaison officers.

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

Significant programs and initiatives

The school continues to have an effective transition program for students from the 12 feeder primary schools. An extensive curriculum ensures students are engaged in learning both in the classroom and beyond. The senior curriculum offers access to a broad range of courses including many vocational subjects where workplace training is a requirement. The Year 10 careers express class operated for the first time with students undertaking work placement each and every Wednesday. 4 students from that class were offered apprenticeships as a result. The school continues to pride itself on delivering programs to students with special education needs. 2010 completed the first year of our 4 year involvement in the National Partnerships for low socio-economic schools program. One million dollars was spent on significant programs in literacy, numeracy, retention and engagement, Aboriginal education, teacher and leader quality and connected learning. Programs such as quicksmart, spellodrome and moodle are just some of the initiatives that were successfully introduced. Interactive whiteboards and data projectors are now widely accessible across the school. In addition the school has strong programs associated with student welfare, sport and the creative and performing arts. Preparation is well under way for the performance of the school musical ‘Copacabana’ in 2011. The much awaited Trade Training Centre has, at this stage, not come to fruition.

Student achievement in 2010

Literacy – NAPLAN Year 7

National literacy test results show our students above the like schools group average in all areas of literacy – that is reading, writing, spelling and grammar, and punctuation. They are also above the state average in reading, but below the state in the other areas.

Numeracy – NAPLAN Year 7

National numeracy test results show our students above the like schools group average but below the state average.

Literacy – NAPLAN Year 9

National literacy test results show our students above the like schools group average and the state average in all areas of literacy – reading, writing, spelling and grammar, and punctuation.

Numeracy – NAPLAN Year 9

National numeracy test results show our students above both the like schools group average and the state average.

School Certificate

The 2010 N.S.W. School Certificate results show our students generally above the like schools group average but below the state average.

Higher School Certificate

The 2010 N.S.W. Higher School Certificate results vary from subject to subject and as always, remains a focus area for improvement.
Messages

Principal’s message

Maclean High School is a true comprehensive high school catering for the students of the Lower Clarence. Our students come from a wide range of socio-economic backgrounds and have a diversity of skills and abilities ranging from the most academic to those that require additional support with their learning. We provide all of our students, regardless of ability or social circumstance, with a happy, secure and supportive environment. This enables them to grow and mature individually into well functioning citizens of the local community and the wider world. To facilitate this we offer an extensive, rigorous curriculum which suits the various needs of our students. The curriculum caters for a diversity of needs, whether they be academic or vocational, to prepare students for life after school. The school also offers a wide range of extracurricular opportunities in sport, the creative and performing arts and community activities. The school philosophy is very much based around the concept of developing the whole student to better prepare them for post school life. Maclean High School has developed over time very strong ties to the Lower Clarence community. We continue to enhance these links with the people, organizations and business houses of the lower Clarence. The school is proud of these links to the wider community. The school continues to achieve outstanding results through an impressive range of academic, sporting and cultural achievements. These achievements extend into regional and national forums. In 2010, this report again reflects the healthy state of the educational environment at Maclean High School.

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.

T. Carr

P & C and/or School Council message

The Parents & Citizens’ Association (P&C) would like to thank all of the volunteers in the canteen for their continued support and supply of healthy lunches for the students and staff. Thank you to Kaye Smith for her continued well run canteen. 2010 saw the P&C able to donate $30 000 towards the general projects and library. This year also saw us donate $5 000 to the lockable art space, $5 000 to the ground works for a new marine shed, $730 to the awards night and shine programs, $10 000 to the renovation of the library which was a joint venture with Tafe. Externally we donated $2 000 to the new sporting complex in Maclean with another $500 going to charities like The Far West. We have also invested in a new air conditioner for the canteen at a cost of $3 500. I must congratulate the whole school community on the achievements of our students in academic pursuits, sport, music, drama, community events and all round well developed citizens. Our students when finished here have the skills to take on the world. I would like to thank the support that I have had throughout the year from everyone on the P&C committee especially Kim Zietsch and Angela Rock who have done a great job as treasurer and secretary. Thank you to everyone who attends our meetings for the input into the overall discussion. Thank you to Kath Squire for the lovely nibbles at the meetings. Thank you to Tony Carr and the staff for their support especially with the bat issues that have continued to be a major concern to the school community.

Lorraine White, P&C President

Student representative’s message

2010 was a very productive, successful and challenging year for all students, teachers and staff. With high participation in academia, the sporting field, leadership, the community and the various forms of creative arts, Maclean High School’s students really excelled themselves to give them the best year that they possibly could for 2010. Flicking back through last year’s Rocky Mouth magazine and some school newsletters, it is very apparent that Maclean High School, OUR school, goes to a lot of effort to fully cater for every student in a wide variety of areas. One of the highlights of the year was the astounding support and generosity shown by the school and the community when four Year 12 girls and 1 female staff collectively raised $11 000 for the cause of the World’s Greatest Shave. And, of course, the farewell of yet another Year 12 class, the muck-up/zombie fundraiser day, and the
graduation dinner. Although it may seem one sided from an ex captains perspective, each child out of each year would have had different experiences and positive memories for this year, and it would be next to impossible to try and gather all of those thoughts and successes and fit them into this report. But I think that it is safe to say that we achieved what we did, in the areas that we did, through the opportunities that were afforded us at Maclean, and the support and consideration to each individual, either starting, finishing, or somewhere in between in our schooling lives. Thank you for the opportunity.

Phoebe Zietsch and Jordan Fisher, School Captains for 2010

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

Over the past 5 years enrolments have risen steadily.

The majority of students have Anglo-Saxon backgrounds. Approximately 8% of the student population have an Indigenous cultural background.

Student attendance profile

The Years 7 to 12 attendance profile shows the attendance rates for this group well above the region and just below the state. There was considerable improvement in school attendance in 2010.

Management of non-attendance

Student non attendance is managed in the following manner:

- Text message sent home daily.
- Letter sent home if student has been absent for two days without explanation, return slip attached.
- Fortnightly identification of students whose attendance is below 85%. Year Adviser interview, strategies put in place to address any issues, Head Teacher Welfare contacts parent.
- If no improvement in attendance, follow procedures for a home school liaison officer (HSLO) referral.
- Newsletter articles related to attendance policy. Letter to parents sent with the school report.

Structure of classes

Core curriculum classes (English, Maths, Science, History, Geography, Personal Development, Health and Physical Education) in Years 7 to 8 have a talented academic stream, a mixed ability stream and a support stream. In Years 9 to 10 classes are graded according to student academic ability and educational performance. Classes in other curriculum areas such as Year 7/8 art/technology and Year 9/10 electives are mixed based on interests. Smaller candidature subjects in Years 11/12 are also mixed across the ability range.
Retention to Year 12
The retention rate from the School Certificate (SC) 2008 to the Higher School Certificate (HSC) 2010 shows the school considerably above both the school education group and the state. This figure reflects a diverse range of curriculum offerings and vocational options in the senior school, including school based apprenticeships and traineeships.

Post-school destinations
Year 12 students undertaking vocational or trade training
57% of students that completed Year 12 in 2010 chose vocational pathways by undertaking at least one vocational education subject.
30% of Year 12 students in 2010 chose to complete at least 2 vocational subjects. 12% of students undertook 3 or more vocational subjects.
Of the Year 12 students who left school through 2010, 92% went to employment which often reflected their vocational choices.
35% of Year 12 students in 2010 completed Australian Quality Framework (AQF) Certificate 2 qualifications.

Year 12 students attaining HSC or equivalent vocational educational qualification
Of the 123 students that completed the HSC in 2010, 46% are undertaking university study, 6% are pursuing further study or training, 28% have entered the workforce and 20% are unknown.
Most of those that have joined the workforce are engaged in traineeships or apprenticeships in their chosen field.
94% of Year 10 commenced Year 11 HSC study at the start of 2011.
Leavers largely embarked on traineeships or apprenticeships fostered from the careers express class.

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>12</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>63.4</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102.3</strong></td>
</tr>
</tbody>
</table>

Maclean High School has a significant Indigenous component in the composition of the school workforce. There is one identified Indigenous Teacher, an Aboriginal Education Officer, 4 Aboriginal Learning Support Officers and 2 Aboriginal Community Liaison Officers.

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>98%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2%</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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>252,985.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>671,446.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>763,909.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>487,317.00</td>
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<tr>
<td>Interest</td>
<td>25,763.00</td>
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<tr>
<td>Trust receipts</td>
<td>108,755.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2,310,175.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>142,982.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>245,243.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>162,640.00</td>
</tr>
<tr>
<td>Library</td>
<td>16,734.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>560,800.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>177,499.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>164,908.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>129,109.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>42,524.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>128,104.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>33,101.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1,803,644.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>506,531.00</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010

The school continues to witness exceptional achievements across the full range of curricular and extra-curricular activities.

Achievements

Arts

- Four students were shortlisted for music encore. They were Samantha Bolton for guitar, Aaron Dinham for piano, Harry Rosnell for drums and Phoebe Zietsch for voice.

- Two students were shortlisted for ArtExpress. They were Elly Beamer and Leah Saunders. Leah was then selected to have her work displayed.

- In February 20 senior music students toured the ABC film and radio studios in Sydney and witnessed the best performers of the 2009 HSC performance at the Opera House in Encore. They also attended a 4 hour music video workshop and were entertained by a performance of the musical Jersey Boys.

- A vibrant choir continues to grow and various rock bands performed at charity concerts, youth festivals and special school assemblies.

- Visual Arts students exhibited their work at a school exhibition while HSC major works were displayed in the Clarence Valley Council foyer.
Drama continues to thrive with Years 9, 10, 11, 12 and the Learning Support Class showcasing their skills at their respective drama nights.

Year 12 drama students attended a group performance study day while all students had the opportunity to visit the La Boite Theatre in Brisbane to experience live drama.

Two students, Grace Ryan who performed, and Heather Cooper with video, had their talents showcased at drama works.

The 2010 public speaking champion was Adam Bowes from Year 11. All students, in all English classes continue to participate in organized public speaking.

The 2010 Maclean Lions Youth of the Year was Lillian Shearman, while the Yamba winner was Alice Batcheldor.

The Maclean Rotary Club Inner Wheel Public Speaking Champion was Adam Bowes.

Sport

Maclean High School retained the Combined High Schools (CHS) rowing title for the 4th year. The following students gained first places: Chianna Dane, Penny Elvery, Luke Skinner, Matthew Hardman, Gemma Dane, Andrew Smith, Isabelle Smith, Samuel Headon, Rachael Anderson, Matthew Begg, Samantha Kerr, Emily Clarke-Nagle, Sara Faulkner, Amanda Kerr, Taylor Kuehne, Amy Sykes and Isaac Bolton.

Isaac Bolton was crowned National Single Skull Open Boys Champion.

The U/16 girls futsal team of Madelyn Ryan, Zoe Duncombe, Taylah Power-Casson, Rachael Anderson, Neesa Doyle, Jessica Gunning, Jemma Beamer and Ruby Eno finished 4th at the Australian Champion of Champions Tournament.

Dylan Brown represented NSW at the school sport Australian Swimming Championships.

Two relay teams won gold at the NSW CHS Swimming Championships. The open boys medley team consisted of Daniel Connors, Zackery Robison, Dylan Brown and Alexander Robison while the girls U/15 4 x 50m freestyle team was made up of Luka Meyers, Jesse-Clare Beresford, Chloe Lindsay and Paige Shannon.

49 students represented North Coast in a wide variety of sports.

The open girls netball team were North Coast Champions.

Sportspersons of the Year were Isaac Bolton, Dylan Brown and Jamayka Makings.

Other

In 2010 major school excursions were organized to Heron Island (Year 11), Jindabyne (Year 11) and Central Australia (Year 9).
The Year 7 Gifted and Talented Program targeted selected students who attended classes prior to normal lessons.

In various national subject competitions in 2010, the results were as follows:

- **English:** 1 Distinction.
- **Writing:** 3 Distinctions.
- **Mathematics:** 1 High Distinction, 9 Distinctions.
- **Chemistry:** 2 High Distinctions, 2 Distinctions.
- **History:** 1 High Distinction, 9 Distinctions.
- **Geography:** 12 High Distinctions, 16 Distinctions.

Amelia McCarthy was elected to the state Student Representative Council (SRC).

Phoebe Zietsch won the Clarence Valley Council Young Citizen of the Year award for 2010.

The National Partnerships Low Socio-Economic Schools Program invested $1 million directly into initiatives to improve student outcomes and teacher capacity. Significant progress was made in the areas of literacy, numeracy, connected learning, aboriginal education, retention and engagement and teacher and leader quality.

The school hosted exchange students from Germany, Norway and Japan.

Our extensive Year 6 to Year 7 transition program continued with every Year 6 student from our 12 feeder schools attending Maclean High School for one day each term for formal lessons.

The introduction of a careers express class in Year 10 where 25 students attended workplacement each Wednesday. Three of those students acquired apprenticeships.

The introduction of a breakfast program for four days a week which had four and a half thousand students go through its doors. This was generously supported by local businesses and service clubs.

Our partnership with Macquarie University continued to thrive with the National Science Week Program stimulating interest in science in Indigenous and non Indigenous students. A highlight of this week was a visit by Professor Penny Sackett, Australia’s Chief Scientist.

All Year 7 students undertook an Indigenous cultural tour lead by Yaegal elders to Brooms Head.

A cultural immersion celebration took place with 200 Year 7 students, 40 elders and 70 parents in partnership with Macquarie University where student and elder work was showcased on the day.

**Academic**

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

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

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

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Literacy – NAPLAN Year 7

- The average mark of Year 7 students undertaking national literacy tests was above the like school group in all areas and above the state average in reading. However, the average mark was below the state in writing, spelling and grammar and punctuation.
- Considerably less of our students achieved in the low bands compared to both the like schools group and the state. Our students performed better than the like schools group in the top bands and their results were comparable to the state average.
Numeracy – NAPLAN Year 7

- The average mark of Year 7 students undertaking national numeracy tests was well above the like schools group but slightly below the state average.
- Significantly less of our students achieved in the lower bands than both the like schools group and the state.
- A greater percentage of our students achieved in the higher bands than the like schools group and their results were comparable to the state average.

Literacy – NAPLAN Year 9

- The average mark of Year 9 students undertaking national literacy tests was above both the like schools group and the state in all areas – that is reading, writing, spelling and grammar and punctuation. The difference was significant in all areas.
- A greater percentage of our students achieved in the top bands than the like schools group in all areas. This was also the case when compared to the state in reading and writing.

- Considerably less of our students achieved in the lower bands compared to the like schools group in all areas. This was also the case when compared to the state in reading and writing.
Numeracy – NAPLAN Year 9

- The average mark of Year 9 students undertaking national numeracy tests was above both the like schools group and the state.
- A greater percentage of our students achieved in the top bands than the like schools group. We had fewer students on average in these bands than the rest of the state.
- A smaller percentage of our students achieved in the lower bands than the like schools group.
School Certificate

English Literacy

- The average mark of students who sat the 2010 external exam was higher than the like schools group but below the state average.
- A greater percentage of our students achieved in the top 3 bands than both the like schools group and the state.
- A smaller percentage of our students achieved in the bottom 3 bands than both the like schools group and the state.

Mathematics

- The average mark of students who sat the 2010 external exam was higher than the like schools group but below the state average.
- A greater percentage of our students achieved in the top 3 bands than the like schools group, but a lesser percentage than the state average.
- A smaller percentage of our students achieved in the bottom 3 bands than both the like schools group and the state.

Science

- The average mark of students who sat the 2010 external exam was greater than the like schools group but below the state average.
- A greater percentage of our students achieved in the top 3 bands than both the like schools group and the state.
- A smaller percentage of our students achieved in the bottom 3 bands than both the like schools group and the state.
**Australian History, Civics and Citizenship**

- The average mark of students who sat the 2010 external exam was below both the like schools group and the state average.
- A smaller percentage of our students achieved in the top 3 bands than both the like schools group and the state.
- A greater percentage of our students achieved in the bottom 3 bands than both the like schools group and the state.

**Australian Geography, Civics and Citizenship**

- The average mark of students who sat the 2010 external exam was higher than the like schools group but slightly below the state average.
- A greater percentage of our students achieved in the top 3 bands than both the like schools group and the state.
- A smaller percentage of our students achieved in the bottom 3 bands than both the like schools group and the state.

**Computer Skills**

- The average mark of students who sat the 2010 external exam was below both the like schools group and the state average.
- A lower percentage of our students achieved in the highly competent band than both the like schools group and the state.
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate
- The 2010 Dux of the school was Grace Smith with an Australian Tertiary Admittance Ranking (ATAR) of 98.15.

Grace Smith, 2010 Dux of the School

- The school received 36 Band 6 (90+) results in 2010 in individual subjects. 9 students achieved ATAR rankings over 90. 7 of those Band 6 results were in music out of a class of 11 students.

- The school results for the following subjects were above both the like schools group and the state average: Ancient History, Business Studies, Earth and Environmental Science, General Mathematics, Music and Physics.

- The school results for the following subjects were above the like schools group but below the state average: Aboriginal Studies, Chemistry, Economics, Advanced English, Geography, Modern History, Textiles and Design and Visual Arts.

- The school results for the following subjects were below both the like schools group and the state average: Biology, Community and Family Studies, Standard English, Mathematics and Personal Development, Health and Physical Education.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.6</td>
</tr>
<tr>
<td>Writing</td>
<td>91.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.3</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.1</td>
</tr>
<tr>
<td>Writing</td>
<td>93.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.4</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

- All Year 7 students undertook a cultural immersion program that incorporated the Connected Outcomes Groups (COGS) Program in the school. This was run by community elders in partnership with Macquarie University. The culmination was a day of celebration attended by over 200 students, 70 parents and 40 elders. This will continue each year. Also, a booklet, Yagael Country, from River to Sea was produced.

- An Aboriginal Programs Co-ordinator worked effectively with an Aboriginal Education team under the National Partnerships for Low Socio-economic Schools Program.

- The in class literacy and numeracy tuition program for targeted students continued to work successfully with the support of four Indigenous learning support officers.

- A full time Indigenous mentor worked closely with students to implement personal learning plans.

- The Norta Norta Program continued to operate successfully in supporting our senior Indigenous students.

- Macquarie University staff continued to train Indigenous students during science week to present science workshops to other students in the school. This culminated in a visit by Professor Penny Sackett, Australia’s chief scientist.

- Four Year 10 Indigenous students completed a week long course run by the Australian film and television school in the making of an Indigenous short film. This was part of the FRESH Start in the Clarence Valley Initiative.

- Two Indigenous students with potential leadership skills were identified from each year to actively participate in Student Representative Council (SRC) activities.
• Year 9 Aboriginal students were 66 scale scores above the state average in the test aspect of writing.

**Multicultural education**

• The school participated in Harmony Day multicultural activities organized and sponsored by Clarence Valley Council.
• The school hosted three exchange students in 2010.
• Multicultural curriculum perspectives continue to be a component of curriculum studies 7 – 12.
• Year 11 society and culture visited the Hare Krishna Community at Murwillumbah.

**Respect and responsibility**

• The school trained 80 Year 10 students to deliver a range of peer support activities to new Year 7 students through a regular, structured timetabled period in Semester 1.
• Phoebe Zietsch was named Clarence Valley Council’s Young Citizen of the Year for 2010.
• Renee Watts and Amelia McCarthy were selected to participate in the NSW Youth Parliament Training.
• The Peer Tutor Reading Scheme trained 28 Year 10 students to work with targeted Year 7 students.

**Other programs**

**National Partnerships Low Socio-economic School**

• Extensive implementation of programs took place in the following areas:
  • Literacy
  • Numeracy
  • Aboriginal Education
  • Engagement and Retention
  • Teacher and Leader Quality
  • Connected Learning
• To do this a situational analysis was conducted to draw conclusions, make recommendations and refine strategies linked to the six reforms. Significant progress was made in all areas throughout 2010.

**Positive Behaviour for Learning (PBL)**

• PBL was implemented into the school in 2010. Extensive consultation and preparation took place and a widely representative PBL committee was formed. The area of focus for 2010 was the cleanliness of the school grounds. A successful clean up was held to improve the school environment. This will continue to be built upon in 2011.

**Careers Express**

• A Year 10 careers express class was formed of 25 students. These students undertook work placement each Wednesday under the supervision of the transition adviser. Four students were offered apprenticeships as a result of this program

**Information and Communication Technology**

• All Key Learning Areas (KLAs) were provided with interactive whiteboards and data projectors. Staff were trained in the use of Moodle.
Progress on 2010 targets

Target 1
To see a 4% increase in National Tests results in writing in Bands 8, 9 and 10 in Year 9.
Our achievements include:
- The number of students in Band 10 increased from 4% to 7% in total while the number of students in Band 9 decreased between 2009 and 2010. Again this remains a focus area for improvement in 2011.

Target 2
To see a 4% increase in Bands 5 and 6 in mathematics in the School Certificate.
Our achievements include:
- With an intensive focus on high performing students in Year 9 2010 and Year 10 2011, this remains a work in progress.

Target 3
To see a 2% increase in the retention rate from Year 10 to Year 12 (66% to 68%).
Our achievements include:
- The retention rate for the cohort 2008-2010 increased 11% on the cohort 2007-2009.

Target 4
Two staff Development Days to focus on whole school quality teaching.
Our achievements include:
- Target has been achieved. One staff Development Day included Community of Schools (COS). Survey result indicated success of this day. Second day was collegiate day in the region. Staff surveyed indicated a desire to stay focused on COS at a local level.

Target 5
To see a 2% increase in the retention rate of Aboriginal students between Years 7 to 10 (86% to 88%).
Our achievements include:
- Our Aboriginal education team has worked extremely hard in improving both attendance and retention and there are positive signs of success.

Target 6
To see a 5% increase of students in the highly competent band of the computer skills test in the School Certificate exam and to see a 5% increase in students selecting IT courses in Year 11.
Our achievements include:
- This remains a work in progress and has so far not been successful. The Laptops for Learning Program has in fact reduced the interest of students selecting IT courses in Year 11.
Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations into:

- Student enrolment
- Student attendance
- Student retention
- Student literacy/numeracy performance
- Staff profile
- Student engagement
- Parent/community involvement
- The TAS faculty.

Educational and management practice

Findings and conclusions
- Student enrolment has continued to rise. Anticipated enrolments for 2011 indicate a further increase.
- Maclean High School continues to offer a wide range of curriculum choices and has proven history of results above the region in both the School Certificate and the Higher School Certificate. More students are electing to attend the high school as opposed to travelling to private alternatives. There has been a steady increase in the number of year 7 enrolments from the Private Primary Schools. The school and community are also identified as developing inclusivity which ensures those with special needs are well catered for.

Student attendance

Findings and conclusions
- Student attendance for Years 7 – 12 increased significantly from 2009 – 2010 by over 1%. This is 2% above the region and slightly below the state.

- Head Teacher Administration oversees attendance practice. Designated School Administrative Officer (SAO) oversees the transfer of data. Text messages are sent to all parents through mobile contact following morning roll call. Parent contact is also made regarding students of concern. Further interviews are also conducted by the Home School Liaison Officer (HSLO) and outside agencies such as Nortec.

Student Retention

Findings and conclusions
- Retention to Year 12 increased significantly for the group that completed the School Certificate in 2008 and the Higher School Certificate in 2010. There was an increase of 11% on the 2007-2009 group. This was significantly above both the region and the state.

Student Literacy/Numeracy Performance

Findings and conclusions
- The overall areas of strength and those for further development are:
  - Highlights: Year 9 Aboriginal students are 66 scale scores above the state average in the test aspect of writing.
  - Areas for investigation: Year 7 Aboriginal students are 67 scale scores below the state average in the test aspect of grammar and punctuation.
  - Areas for investigation identified by literacy committee: 10% of Year 9 students are below national minimum standards for reading, 7% of Year 9 students are below the national minimum standards for writing, 14% of Year 9 students are below national minimum standards for spelling, 13% of Year 9 students are below national minimum standards for grammar and punctuation. 10% of Year 9 students are below national minimum standards for numeracy.
Staff Profile

Findings and conclusions

- 100% of funds from professional learning supported professional learning in such areas as technology, literacy/numeracy and quality teaching.

- Staff development day (term 2) saw feeder primary schools and our high school teachers come together for information from a guest speaker, Paul Dillon, 91% believed it was informative. Our National Partnerships Literacy Co-ordinators ran a session to all staff on Smart Data. Peter South also presented information, 92% believed the sessions were informative. A telling comment was ‘having everyone together is a good way to encourage the concept that we all contribute to students in a continuum’. Quality teaching surveys indicated that while staff appreciate having co-ordinators they would also value time within KLA’s to work with immediate peers. New scheme teachers have benefitted from having a mentor this year, having regular meetings had been advantageous.

- The analytical frameworks survey indicated that we need to ensure that all staff have access, can understand and use the SMART data. This will be a priority for 2011 with a number of staff already competent. The ability of staff to access SMART data more easily should aid in this dissemination of information. The IT mentors will also have important roles under National Partnerships as they build teacher capacity through the up skilling of staff with strategies in the use of technology in the classroom. This has only become possible as technology becomes part of their classrooms through interactive whiteboards and data projectors. A survey by staff indicated that they also need help incorporating laptops into their lessons in the classroom.

Student Engagement

Findings and conclusions

- A number of surveys were conducted on literacy and numeracy across Years 7 to 12. Surveys were also conducted with the students undertaking an intensive literacy program and the QuickSmart program. The following responses are noted:

  - Literacy survey indicated that 88% of students believe their parents expect them to develop good literacy skills, 87% believe they need good literacy skills to succeed in all their subjects and 63% believe their teachers clearly explain what literacy skills they are learning and why.

  - The Intensive Literacy Program was introduced as a recommendation from data collected in 2009. The survey results indicate that the tutorial situation has enabled targeted individuals more opportunities to focus on basic literacy skills, in a non threatening environment. Assessment has shown an improvement between the pre and post tests of between 10% and 70% in writing/grammar/spelling with an average of 20% increase in results in narrative writing, marked according to NAPLAN criteria. Students, parents and teachers have commented favorably on the additional focus on writing/grammar/punctuation and reading strategies that have been provided to the students.

  - Numeracy survey indicated that 89% of students believe they need good numeracy skills to succeed at school and 81% believe their teachers expect that they have good numeracy skills that are constantly improving. 66% of students believe their teachers clearly explain what numeracy skills they are learning and why.

  - QuickSmart indicated that students were more focused in class, the students’ overall confidence had improved and the students have a greater understanding of the order of operations and problem solving. When spoken to informally, students described how they felt more confident in class, liked maths and had gone up a class. They also felt that their tables were more under control so could spend the time learning new concepts.

  - Informal discussions with students regarding their Year 10 history literacy program had glowing reports. Students felt more in touch with the concepts and felt staff helped to link knowledge with the
examinations. This feedback came from lower ability classes as well as academically able classes.

- Numeracy day for Year 10 and Year 9 also received glowing reports. Students felt a connection between their course work, the literacy of mathematics and examination techniques.
- Literacy co-ordinators have worked with Aboriginal studies teachers to relate results indicated in Year 9 NAPLAN results to produce stimulus material that will address needs.

**Parent/Community Involvement**

**Findings and conclusions**

- Parents have indicated their satisfaction with the opportunities provided at the school for students. Feedback from parents via surveys and forums regarding QuickSmart, Intensive Literacy Program, Careers Express and the purchase of site license for Mathletics and Spellodrome is overwhelmingly supportive. 82% of parents surveyed stated that they would recommend the Careers Express Program to be offered for Year 10, 2011.
- 70% of parents believe this is a school where information about children’s progress is clearly communicated to parents and carers and 77% of parents believe community representatives on school committees are actively encouraged, valued and listened to. We need to further enhance the involvement of parents in classroom and school activities and to foster teachers and families working in partnership to support students learning. Roles within National Partnerships such as the literacy, numeracy and quality teaching mentors, transition co-ordinator (Year 6 to 7) and transition adviser (senior) will support this partnership.
- Aboriginal elders meet with the school on a regular basis. The school continues to work with the AECG to ensure that programs being embedded into the school align with the expectations of the Aboriginal community. This ensures that there is continual discussion and planning about changes and improvements to Aboriginal education in the school. A parent and community meeting survey indicated that 88% of the community feel welcome at the school.
- With the high number of students undertaking Vocation Education Training (VET) courses there is a need for an established and fostered relationship between the community and the school. This is evidenced in the careers express survey where 93% of employers believe they made the right decision in choosing to be part of the program.

**Curriculum**

**Background**

Technology and Applied Studies is a compulsory core study for all students in Years 7 and 8. Many students choose to complete the many subjects offered by this faculty as electives in Years 9 – 12. Subjects offered by this faculty include: timber technology, food technology, information and software technology, textile technology, industrial technology, metal technology, electronic technology, graphics technology, construction, metal and engineering, hospitality, design and technology and engineering studies. Some of these courses are Vocational Education Courses and can result in school based apprenticeship and traineeships. The school moved to evaluate the effectiveness of the delivery of the above subjects. A survey was designed for students. The survey was completed by 200 students across Years 7 to 12. All staff completed a curriculum evaluation survey. This survey was a self analysis of faculty practices. The survey covered implementation of the curriculum, teaching/learning programs, teaching practices, student assessment, resourcing, staff welfare, professional development and the promotion of the faculty within the broader community.

**Findings and conclusions**

Students:

- Students were asked to respond to 13 statements about teaching and learning.
An overwhelming majority of students (86%) responded positively about learning. Responses were positive across all years.

This was an outstanding response in comparison to other curriculum areas.

The statements with the best responses referred to teachers expecting a high standard of work and providing good explanations.

The statements with the poorer responses referred to the completion of homework and assignments and the use of challenging learning materials.

Some very perceptive, professional comments were made by students about teaching and learning activities. Feedback was provided to staff.

From a wide cross section of classes and different ability levels, there is obvious enjoyment, respect and positivity about teaching and learning in the TAS faculty.

Practical work is extremely popular.

Staff:

- Regularly reflect on and share programs, lesson content and teaching strategies.
- Continually evaluate and discuss what is taught.
- A senior student out in the workplace is a very good promotional tool. Strong partnerships built with community organizations.
- Students involved in community projects.

Investigate the use of more challenging and stimulating learning materials in the classroom.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. School structures are in place to constantly evaluate and review our effectiveness in the delivery of educational programs. Feedback from parents is gathered less formally through various avenues such as P&C meetings, parent information evenings as well as various broad based school committees where parents are represented.

Professional learning

The sum of $125,000 was expended on professional learning activities in 2010. All teaching staff participated in five staff development (pupil free) days.

The main focuses of professional learning in 2010 were:

- Smart Data
- Quicksmart
- Positive Behaviour for Learning
- Moodle
- Community of Schools
- Information Technology
- Institute of Teachers

Future directions

- Ever changing syllabus requirements lead to redundant texts and high costs. Reference texts and websites need to be available to specific senior students as need arises.
- Computer subjects in stage 6 are weak. Need to work with Year 10 2011 to build numbers.
- Greater ownership of developed programs would improve the ‘collaborative process’.
School development 2009 – 2011

The new school strategic plan (2009-11) was developed in consultation with executive staff, teachers, students and parents. A school improvement committee with representatives from staff, students and parents is an advisory body as is the more formally constituted P&C organization.

The new three year plan is modeled on the DET state and north coast region strategic plans.

The plan adopts the same priority areas:

- Literacy
- Numeracy
- Student Engagement and retention
- Teacher and leader quality
- Aboriginal education
- Connected learning

Annual targets established for 2009 and beyond have been based on student and school performance data. Some of this data and information is in this report, some forms part of the School Strategic Plan, 2009-2011.

Targets for 2011

Target 1

*Increase the percentage of students achieving at or greater than minimum expected growth in Year 7 to 9 NAPLAN writing from 82% to 86%*

Target 2

*Increase the percentage of students achieving at proficiency level in Year 9 NAPLAN numeracy from 18% to 23%*

Target 3

*Increase the Year 10 to year 12 retention rate by 3% from 65% to 68%*

Target 4

*The DET Quality Teaching survey will indicate that teachers, on average, ‘mostly’ employ aspects of quality teaching and feedback in their teaching*

Target 5

*Increase the Year 7 to Year 10 retention rate for Aboriginal students by 2% from 93% to 95%*

Target 6

*Increase the percentage of students achieving in the Highly Competent Band in the School Certificate Computing Skills examination by 3% from 54% to 57%*
**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Tony Carr, Principal.
Rhonda Pitson, Deputy Principal.
Kim Zietsch, P&C Representative.
Ros Bryant, Hed Teacher Student Welfare.
Maureen O’Brien, Head Teacher Learning Support.
Michael McMillan, Head Teacher Social Sciences.

**School contact information**

Maclean High School
Woombah Street, Maclean, NSW, 2463/
Ph: 0266452244
Fax: 0266452819
Email: maclean-h.school@det.nsw.edu.au
Web: www.maclean-h.school.nsw.edu.au
School Code: 8362

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: http://www.schools.nsw.edu.au/asr