2009 Annual School Report
Maclean High School

NSW Public Schools – Leading the way
Our school at a glance

Students
Students have a diverse range of academic abilities and emanate from a wide variety of socio-economic backgrounds. The school has a significant Indigenous 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 characterised by experienced, talented teachers. There is a very low turnover of staff.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school has 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. A senior curriculum offers access to a broad range of courses including many vocational subjects where workplace training is a requirement. Retention rates are much stronger than the North Coast Region and the rest of New South Wales. The school prides itself on delivering programs to students with special education needs.

Student achievement in 2009

Literacy – NAPLAN Year 7
National literacy test results show our students above the like school group average but below the N.S.W. average.

Numeracy – NAPLAN Year 7
National numeracy test results show our students below both the like schools group and the N.S.W. average.

Literacy – NAPLAN Year 9
National literacy test results show our students above the like schools group but below the N.S.W. average.

Numeracy – NAPLAN Year 9
National numeracy test results show our students above the like schools group but below the N.S.W. average.

School Certificate
The 2009 N.S.W. School Certificate results show our students generally equal to the like schools group but below the N.S.W. average.

Higher School Certificate
The 2009 N.S.W. Higher School Certificate results vary from subject to subject. Further emphasis on improving the performance of all students will be a focus in the future.

Messages

Principal's message
Maclean High School accommodates students from a wide range of socio-economic backgrounds. Our students have a diversity of skills and abilities ranging from the most academic to those that need additional support with their learning. We provide all of our students, irrespective of ability or social circumstance, with a happy, secure and supportive environment. In turn they can grow and mature individually into well functioning, participating citizens of the future. We do this through a rigorous, extensive curriculum where much is on offer to suit the different needs of our students. The school has invested significantly to develop both the academic and vocational pathways leading to life after school. The school also exposes all students to many extracurricular opportunities. Much of the life of the school revolves around successful programs in the creative and performing arts.

Year 6 to 7 Transition Day
For the next four years the school will operate under the National Partnerships for Low Socio-Economic Schools Scheme. This will enable the school to run significant programs in literacy, numeracy, retention and engagement, Aboriginal education, teacher and leader quality and connected learning. In addition the school has strong programs associated with student welfare, sport and the creative and performing arts. This year will also see the construction of a Trade Training Centre on the school site.
sport and other cultural experiences. The school philosophy incorporates the total life of the students in order to fulfill the requirement to prepare people for post school life. Maclean High School has developed over time close ties to the Lower Clarence community. We continue to serve and enhance links with the people, organisations and business houses of the Lower Clarence. Maclean is a school with a genuine district support network. The school has acquired outstanding credentials over the years through an impressive range of academic, sporting and cultural achievements. These achievements extend into regional, national and international forums. In 2009, 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 P&C would like to thank Kaye Smith and her wonderful band of volunteers who ensure our students and staff are provided with a healthy choice for their lunches. 2009 saw the P&C donate $30 000 to the school to help with the library and general projects. This ensures that the students have the best environment that we can possibly provide. We have added our support to submissions for the Trade Training Centre and National Partnerships. I must congratulate the whole school community on the achievements of our students in academic pursuits, sporting achievements, music, drama, community spirit and all round well developed citizens. Our students when finished here have the skills to take on the world.

Lorraine White, P&C President.

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 four years enrolments have risen steadily.

The majority of students have Anglo-Saxon backgrounds. Approximately 7% 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 regional average rate but below the state average for the past four years.

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.
Class sizes

Structure of classes

Core curriculum classes (English, Maths, Science, History, Geography, Personal Development, Health and Physical Education) in Years 7 to 10 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 2007 to the Higher School Certificate 2009 shows the school equal to the school education group and below the rate for the rest of N.S.W. This figure reflects a diverse range of curriculum offerings and vocational options in the senior school, including a significant number of students who left to take up apprenticeships after undertaking workplacements.

Post-school destinations

Year 12 students undertaking vocational or trade training

Of the 103 students that completed the HSC in 2009, 42% have received offers from University admissions, 7% are pursuing further full time study, 47% have entered the workforce and 4% are unknown.

Most of those that have joined the workforce are also engaged in traineeships or apprenticeships in their chosen field.

87% of Year 10 commenced Year 11 HSC study at the start of 2010. Leavers largely embarked on traineeships or apprenticeships under government financial incentive packages.

Year 12 students attaining HSC or equivalent vocational educational qualification

Vocational training remained a popular choice in 2009 at Maclean High School. 60% of senior students chose at least one vocational subject in their senior years. Twenty eight students studied two, six studied three and five chose four out of their six subjects to be practical and industry based.

In Years 11 and 12, 169 work placements of a week’s duration were made for compulsory workplace training and on-the-job assessment of work skills. This was part of the seniors’ vocational coursework.

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>55.9</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>Teacher of Moderate 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 (SASS)</td>
<td>17.5</td>
</tr>
<tr>
<td>Total</td>
<td>94.4</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.

Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>260,776.00</td>
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<tr>
<td>Global funds</td>
<td>635,701.00</td>
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<tr>
<td>Tied funds</td>
<td>327,011.00</td>
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<tr>
<td>School &amp; community sources</td>
<td>493,573.00</td>
</tr>
<tr>
<td>Interest</td>
<td>14,597.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>66,443.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,798,101.00</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>158,697.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>294,521.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>135,189.00</td>
</tr>
<tr>
<td>Library</td>
<td>14,815.00</td>
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<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>316,131.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>218,719.00</td>
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<tr>
<td>Administration &amp; office</td>
<td>177,287.00</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>108,895.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>38,429.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>62,480.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>19,952.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1,545,115.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>252,986.00</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

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

Achievements

Arts

- In March our senior music students toured the state theatre in Sydney, attended a “Techno” workshop at the powerhouse museum, attended the Production of *Guys and Dolls*, including a backstage tour, and witnessed the best performers of the 2008 HSC perform at the Opera House in *Encore*.

- June saw yet another amazing display of the depth of talent through the production of the hit musical *Footloose*. This involved a cast and crew of nearly 100.

- Three students, Stephanie Smith, Laura Jensen and Adam Bowes were selected to represent the region in the DET state choir.

- 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.

- Four students, Maree Dibella, Sarah McKenzie, Frankie Mann and Melissa Bush were invited to perform at the prestigious *Dreamworks* while Shane Miranda was nominated to perform at *Onstage* in Sydney.

- The senior debating team won 2 out of 3 debates and participated in the Cancer Council Relay for Life fundraising, debating against an adult team.

- The 2009 public speaking champion was Phoebe Zietsch from Year 11. All students, in all English classes continue to participate with prepared public speeches.

- The Maclean Rotary Club Inner Wheel Public Speaking Champion was Laura Howden.
In 2009 the Maclean Lions Youth of the Year was Maree Dibella while the Yamba winner was Sarah McKenzie.

Sport

Maclean High School did not have the opportunity to defend the state rowing title won the previous 2 years due to the flooding of the regatta.

The open girls netball team were North Coast Champions.

Alanna Bennett represented NSW Combined High School (CHS) at the NSW All Schools Championships in Cross Country.

Three students won medals at the NSW CHS Athletics Championships. Amanda Kerr won gold in the 14 year high jump while Charlie Munro won silver in the 12 years discus and Nirvana Makings also won silver in the 13 years high jump.

Adam Bowes won 2 gold medals which included breaking 2 records in swimming at the Australian Youth Paralympic Games.

Dylan Brown won 2 gold medals at the NSW CHS Swimming Championships, 3 gold medals at the NSW All Schools Championships, and 4 gold medals representing NSW in the School Sport Australia Swimming Championships.

The girls 14 years freestyle relay team of Jesse-Clare Beresford, Brittany Smith, Chloe Lindsay and Paige Shannon won gold setting a new state record in the process.

Jamie Eichorn represented NSW in Lawn Bowls.

Heather Pilley represented NSW in Squash.

39 students represented at the State Swimming, Athletics and Cross Country Championships.

46 students represented the North Coast region in 2009 in a wide variety of sports.

Sportspersons of the Year were Dylan Brown and Jamayka Makings.

Other

In 2009 major school excursions were organised to Heron Island (Year 11), Jindabyne (Year 11), Central Australia (Year 9) and Sydney/Canberra (Year 10).

A Year 9 sport and recreation camp was held for sport studies students.

The Year 7 Gifted and Talented Program targeted selected students who attended classes prior to normal lessons.

In various national subject competitions in 2009 the results were as follows:

- English: 4 High Distinctions.
- Writing: 3 High Distinctions, 3 Distinctions.
- Mathematics: 1 High Distinction, 8 Distinctions.
- Science: 3 Credits.
- Chemistry: 2 Distinctions, 2 Credits.
- History: 3 High Distinctions, 17 Distinctions.
- Geography: 17 High Distinctions, 24 Distinctions.
- Languages: 4 Distinctions.

The school hosted exchange students Rebecca Caster from the United States and Ingrid Johansen from Norway.

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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 for reading and grammar and punctuation, equal to the like school group in spelling, but below the like school group in writing.
- The average mark was however below the state average for these aspects of literacy.
- Considerably less of our students achieved in the low bands compared to the like schools group. However a smaller percentage of our students achieved in the top bands compared to the like schools group and the state.
Numeracy – NAPLAN Year 7

- The average mark of Year 7 students undertaking national numeracy tests was slightly below the like schools group. It was also below the state average for numeracy.

- Significantly less of our students achieved in the low bands compared to both the like schools group and the state.

- A greater percentage of our students achieved in the top bands compared to the like schools group. However we had fewer students on average in these top bands than the rest of the state.

Year 8 Essential Secondary Science Assessment (ESSA)

Essa is measured in Bands (1 – 6) with 1 being the lowest and 6 being the highest. Our student results were comparable to the state average with 43% being in the top 3 Bands (equal to the state average). We also had less students in the bottom 2 Bands (school 13% v state 19%).

Literacy – NAPLAN Year 9

- The average mark of Year 9 students undertaking national literacy tests was above the like schools group in reading, writing and grammar and punctuation. However it was below the like schools group in spelling.

- The average mark was also above the state in writing but below in reading, grammar and punctuation and spelling.

- A greater percentage of our students achieved in the top bands in reading and writing than either the like schools group or the state. This was reversed in grammar and punctuation and spelling.

- Considerably less of our students achieved in the low bands compared to either the like schools group or the state.
Numeracy – NAPLAN Year 9

- The average mark of Year 9 students undertaking national numeracy tests was above the like schools group.
- The average mark was however below the state average for numeracy.
- A greater percentage of our students achieved in the top bands in numeracy compared to 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 low bands compared with both the like schools group and the state.
School Certificate

English – Literacy

- The average mark of students who sat the 2009 external exam was higher than both the like schools group and the state.
- A greater percentage of our students achieved in the top bands compared to the like schools group and the state.
- A slightly larger percentage of our students were placed in the lower bands compared to the like schools group and the state.

Science

- The average mark of students who sat the 2009 external exam was above the like schools group and equal to the state average.
- A greater percentage of our students achieved in the top bands compared to the like schools group. We had fewer students on average in these top bands than the rest of the state.
- A considerably smaller percentage of our students were placed in the lower bands compared to both the like schools group and the state.

Mathematics

- The average mark of students who sat the 2009 external exam was slightly below the like schools group. It was also below the state average.
- A smaller percentage of our students achieved in the top bands compared to the like schools group and the state.
- A smaller percentage of our students were placed in the lower bands compared to the like schools group and the state.
Australian History, Civics and Citizenship
- The average mark of students who sat the 2009 external exam was below both the like schools group and the state.
- A smaller percentage of our students achieved in the top bands compared to the like schools group and the state.
- A slightly larger percentage of our students were placed in the lower bands compared to the like schools group and the state.

Australian Geography, Civics and Citizenship
- The average mark of students who sat the 2009 external exam was below both the like schools group and the state.
- A smaller percentage of our students achieved in the top bands compared to the like schools group and the state.
- A smaller percentage of our students were placed in the lower bands compared to both the like schools group and the state.
Computer Skills

- The average mark of students who sat the 2009 external exam was slightly below the like schools group and the state.
- A comparable percentage of students achieved in the highly competent category compared to the like schools group. However we were below the state average in this category.
- No students appeared in the competence not demonstrated category, which was better than both the like schools group and the state.

![Graph showing percentage of students in performance band: Computer Skills](image)

School Certificate relative performance comparison to Year 5 (value-adding)

![Graph showing School Certificate: Relative growth from Year 5 (value-added)](image)

Higher School Certificate

- The 2009 Dux of the School was Ritchie Tabor with an Australian Tertiary Admittance Ranking (ATAR) of 96.25. He also came 3rd in the State in Business Studies.

- The school received 35 Band 6 (90+) results in 2009 in individual subjects. 11 students achieved ATAR rankings over 90.
- The school results for the following subjects were above the state average: Business Studies, Community and Family Studies, Drama, Earth and Environmental Science, English Extension 2, Food Technology, Geography, Industrial Technology, Legal Studies, General Mathematics, Modern History, Music, PDHPE, Textiles and Design, Visual Arts, Construction, Metals and Engineering, Hospitality and Primary Industries.
- The school results for the following subjects were below the state average: Biology, Chemistry, Economics, Engineering Studies, English (Standard), English (Advanced), Mathematics and Physics.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

- The 2009 Higher School Certificate (HSC) results relative to the School Certificate results show that our high and middle performing students performed considerably better than both the like schools group and the rest of the state.

- Our low performing students did not perform as well as the like schools group or the rest of the state.

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 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.2</td>
</tr>
<tr>
<td>Writing</td>
<td>89.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.7</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.6</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 9 students achieving at and above minimum standard |
|-------------------------|----------------|
| Reading                 | 91.9           |
| Writing                 | 90.8           |
| Spelling                | 90.2           |
| Punctuation and grammar | 90.2           |
| Numeracy                | 97.1           |

Significant programs and initiatives

**Aboriginal education**
- The entire staff undertook cultural awareness training in the implementation of the new Aboriginal Education Policy.
- Under the National Partnerships for Low Socio-economic Schools Program an Aboriginal Programs Co-ordinator position was established.
- The in class literacy and numeracy tuition program for targeted students was implemented by a team of 4 Indigenous support workers.
- 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.
- A series of Tafe Taster course days were offered to Indigenous students from Years 9 and 10 at the Grafton Tafe Campus.
- Macquarie University staff continued to train Indigenous students during science week to present science workshops to other students in the school. 2 students visited the university campus during the year.
- Two Indigenous students with potential leaderships skills were identified from each year to actively participate in Student Representative Council (SRC) activities.

**Multicultural education**
- The school participated in Harmony Day multicultural activities organised and sponsored by Clarence Valley Council.
- The school hosted 2 exchange students in 2009.
- 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.

**Hare Krishna Visit 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.
- Maree Dibella was selected to represent NSW at the National Schools Constitutional Convention.
- The peer tutor reading scheme trained 28 Year 10 students to work with targeted Year 7 students.

**Multicultural curriculum**
- All Year 9 students experienced the ‘Love Bites’ program which focussed on educating students about domestic violence and sexual assault. Our police liaison officer became an important part of our welfare program.
- Over 2126 commendation certificates were issued for major achievements including community service. This culminated in 126 Students of Merit, 73 Students of Excellence and 22 students receiving our highest award, Student of Distinction. 70% of the school student body participated in the awards scheme.
- We continued with a most successful Year 6 to Year 7 transition program. In 2009, all Year 6 students from feeder schools (12)
participated in structured learning workshop activities for 1 day each term of the year.

- All Year 11 students attended the RRISK (Reduce Risk Increase Student Knowledge) day of training in Lismore to address issues associated with abuse of alcohol, drugs and use of motor vehicles.
- Immunisation programs were implemented for Year 7 students (Hep B) and Year 7 -10 girls for cervical cancer.
- Benefactors of SRC and student fund raising included World Vision, Westpac Helicopter, Red Shield, Prostate Cancer, Red Cross, Hearing Impaired Children, and Yamba Surf Life Saving. Over $10,000 was donated to worthy organisations.
- 45 senior students became regular blood donors as part of an initiative by the PDHPE faculty.
- 214 placements were organised for Year 10 Work Experience. This is considered an important part of school at Maclean High School.

Other programs

National Partnerships Low Socio-economic Schools
- The school will receive $1 million per year for the next 4 years (2010–2013) under the above program. Planning was undertaken in 2009 for its implementation. The 6 core areas are:
  - Literacy
  - Numeracy
  - Aboriginal Education
  - Retention and Engagement
  - Teacher and Leader Quality
  - Connected Learning
- Program coordinators were appointed for each of the 6 areas and additional staff engaged to ensure the success of the program.

Information and Communication Technology
- Year 9 received their laptops under The Digital Education Revolution (DER).
- 52 staff were trained in the use of laptops to enhance classroom learning.
- The use of interactive digital technologies has continued to be expanded in classrooms.
- The network has continued to be enhanced to provide the school with a greater capacity to support learning through ICT in all curriculum areas.
- The refurbishment of all science laboratories has enabled the delivery of technologically enhanced lessons.

Progress on 2009 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:
- 40% of students achieved in Bands 8, 9 and 10 in 2009 as opposed to 32% in 2008.

Target 2
To see a 4% increase in National Tests results in numeracy in Bands 8, 9 and 10 in Year 9.
Our achievements include:
- 53% of students achieved in Bands 8, 9 and 10 in 2009 as opposed to 49% in 2008.

Target 3
To increase the Year 10 to Year 12 retention rate from 65% to 66% (and eventually 70% by 2011).
Our achievements include:
- Providing alternate pathways for those students not wishing to pursue tertiary education. A significant number of students acquired apprenticeships / employment throughout the year through their vocational educational courses and workplacements.

Target 4
To organise one whole school development day for staff to focus on quality teaching.
Our achievements include:
- One whole school development day launching the Lower Clarence learning community and focussing on quality teaching with Michael MacQueen.

Target 5
To increase the retention rate of Indigenous students from Years 7 to 10 from 84% to 86%.
Our achievements include:
- The continued development of a strong Indigenous support team which has considerably improved the attendance of Indigenous students considered at risk of not completing their schooling.
Target 6

To increase the number of students in Computer Skills at the School Certificate in the highly competent band by 5%.

Our achievements include:
- Increasing the number of students in the highly competent band from 43% in 2008 to 52% in 2009.

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 2009 our school carried out evaluations of the quality of the learning environment; of the Year 6/7 Transition Program; and the PDHPE area of the curriculum.

Educational and management practice

Quality of Learning Environment

Background

After having evaluated the quality of school life in 2008 it appeared logical to build on this information in terms of how students perceived what went on in the classroom. The rationale was therefore to provide the school with guidance and direction in future planning. 268 students from Year 7 to Year 12 were asked to respond individually to a number of statements about:

(a) Enjoyment of learning;
(b) Effort in class;
(c) Value of homework;
(d) Approachability of teachers;
(e) Their input into their learning.

Findings and conclusions

- 52% of students enjoyed their work at school and 48% found the work they learnt in class interesting.
- 87% of students indicated that they did their best in class.
- Students generally indicated that their teachers helped them if they fell behind, and were approachable and understanding if they had personal problems.
- Students also generally indicated that they as students showed respect for each other.

Future directions

- That we continue to strive to improve the classroom learning environment.

Year 6/7 Transition

Background

Maclean High School has an established and successful transition program of Year 6 students into Year 7. It incorporates all 12 feeder primary schools and it is highly acknowledged by both those in and outside the district. It has been running for a number of years for one day a term. It was therefore considered appropriate to evaluate what the Year 6 students considered to be the strengths and weaknesses of the program. The program involves students rotating through various structured activities. 175 students were asked to respond individually to 9 questions:

1) Did they attend all days?
2) Did they feel comfortable?
3) Did they know where the toilets were?
4) Did they enjoy going to the workshops?
5) Did they have a favourite workshop? If so which one?
6) As a result of the transition days can you find your way around the school?
7) Did you enjoy working with teachers and Year 9 students in your workshops?
8) Do you think these days will help you when you start high school next year?
9) Did you mix with students from other schools?

Findings and conclusions

- 70% of students attended all transition days.
- 94% of students felt that the transition days helped them feel comfortable around the school.
- 96% of students enjoyed going to the workshops.
- 96% of students enjoyed working with staff and Year 9 students.
- 95% of students felt the transition days will help them start high school.
- 80% met and mixed with students from other schools. Of these, more girls (75%) than boys (65%) did so.

Future directions

- More work needs to be done on ensuring students know their way both around the school, and to the toilet areas.
- Continue to build and improve on an already highly successful program.
Curriculum

Background

PDHPE is a compulsory core study for all students in Years 7 to 10. Many students also choose to complete these subjects in Years 11 and 12. Subjects offered by this faculty include PDHPE, Community and Family Studies and Physical Activity and Sports Studies (PASS – Years 9 and 10). 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 420 students from 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 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 (75%) responded positively about learning. Year 7 and 8 students responded a little more positively than Years 9 and 10.
- This is as good a response as past patterns received from other curriculum areas.
- The statements with the best responses referred to high teacher expectations and students working hard to complete set work.
- The statements with the poorer responses referred the use of computers and relevant 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 PDHPE curriculum.

Staff:

- Regularly reflect on and share lesson content and teaching strategies.
- Provision is made through faculty meetings for sharing new ideas.
- Teaching and learning resources are ample, in good order and up-to-date.

- There is regular provision at faculty meetings for professional development opportunities. Staff are encouraged to attend professional development and training courses.
- Staff are regularly updated regarding syllabus changes.
- Staff are actively involved in the local community.

Future directions

- The faculty is looking forward to incorporating more information technology options into the teaching and learning environment.
- That the faculty investigate alternate methods of recording assessment marks.
- That teaching programs be distributed and/or be made available to all staff at the commencement of each year.
- That the registration/evaluation of teaching programs be revisited to ensure that the cycle of development/implementation/evaluation is as effective as possible.
- The faculty should consider a more balanced approach to skills work in Years 9 and 10 classes as opposed to recreational games.
- The closer alignment of syllabus outcomes, assessment tasks and student reporting outcomes be explored. That reporting outcomes be clarified in the faculty.
- That further options be investigated regarding the staffroom working conditions.
- That the school ensures the physical facilities (ovals, courts and gym) are always in peak condition. The close liaison with the General Assistant is essential.
- The faculty liaise with timetablers to ensure the best possible combination of abilities/classes in Years 9 and 10 prevails.

Other evaluations

The school completed 3 other evaluations during the course of 2009:

- The Gifted and Talented Program (GATS).
- The Canteen.
- The Quality of Teaching.

The findings of these evaluations have been factored into changes anticipated in 2010/2011.
Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about various aspects of the school’s operations. A new School Improvement Committee (S.I.C.) was established with representatives of parents, students and teachers. The S.I.C. was responsible for significant input into the School Strategic Plan (2009-11) and directions for the future.

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.

Other forms of feedback from students and teachers is reported in the evaluations section of this report.

Professional learning

The sum of $69 000.00 was expended on professional learning activities in 2009. All teaching staff participated in 5 staff development (pupil free) days.

The main focuses of professional learning in 2009 were:
- Laptops for learning
- Quality teaching.
- Cultural awareness training.
- Understanding gen Y
- Leadership training.
- Syllabus updates.
- Institute of teachers credentialing.

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 organisation.

The new 3 year plan is modelled 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 2010

Target 1

To see a 4% increase in National Test results in writing in bands 9 and 10 in Year 9.

Strategies to achieve this target include:
- Building teacher capacity to identify and address all student literacy needs.
- Consolidation of whole school literacy committee.
- Writing workshops for Year 9 students.

Our success will be measured by:
- An increase in the number of students achieving Bands 9 and 10 in Year 9.

Target 2

To see a 4% increase in Bands 5 and 6 in mathematics in the School Certificate.

Strategies to achieve this target include:
- Identifying students not reaching national benchmarks and introducing the Quick Smart program.
- Participation in Numlit committee and promotion of numeracy across the whole school.
- Analysis of School Certificate results and the explicit teaching for identified areas of need.

Our success will be measured by:
- An increase in the number of students achieving Bands 5 and 6 in Year 10.

Target 3

To see a 2% increase in the retention rate from Year 10 to Year 12 (66% to 68%).

Strategies to achieve this target include:
- The review of retention and destination data.
- The identification and promotion of structures to support increased retention rates.
- The establishment of a Trade Training Centre.
- The creation of a careers express class in Year 10.
- The introduction of a retention and engagement program manager under National Partnerships.

Our success will be measured by:
- An increase in the number of students staying on to complete Year 12 studies.
Target 4

Two staff Development Days to focus on whole school quality teaching.

Strategies to achieve this target include:

- Attendance at quality teaching professional learning.
- The quality teaching coordinator working with staff individually, within the classroom and at faculty level.
- A focus on quality teaching at Staff Development Days.
- The development of a mentor program to provide guidance and ensure requirements are met.

Our success will be measured by:

- The level of classroom practice reflection and adoption of highly effective pedagogy and the more thorough engagement of students in classroom learning activities.

Target 5

To see a 2% increase in the retention rate of Aboriginal students between Years 7 to 10 (86% to 88%).

Strategies to achieve this target include:

- The development and evaluation of personalised individual learning plans.
- The introduction of a local cultural awareness program for both staff and students.
- The employment of key personnel to support and mentor Indigenous students.

Our success will be measured by:

- An increase in the number of students remaining at school until Year 10.

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.

Strategies to achieve this target include:

- The development of a more effective IT network that provides easier access to frequently required information.
- The development of across school programs linking curriculum areas to IT skills.
- The provision of professional learning for staff to develop appropriate skills for interactive technologies.

Our success will be measured by:

- An increase in the number of students in the highly competent band in the School Certificate and an increase in the number of students choosing IT courses in Year 11.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find 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: