

Hastings Secondary College, Port Macquarie Campus

Annual Report



2017

Introduction

The Annual Report for **2017** is provided to the community of **Hastings Secondary College Port Macquarie Campus** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lorraine Haddon

Principal

School contact details

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Message from the Principal

This has been an exceptional year for Hastings Secondary College Port Macquarie Campus. Student excellence is evident in outstanding external academic results, as shown by our HSC and NAPLAN results. George Rudd was the dux of the school. Campus students have also consistently demonstrated excellence in state, national and international representation. Sean Wilson represented the campus internationally at the International Youth Science Forum, while three of our students were selected for the National Youth Science Forum. Some of our students were part of the College Robotics Team who went to Houston Texas to compete. We had a very successful Art and History excursion to Italy and France. Sam Harris was elected the Youth Governor of NSW and James Jackson has attended the NSW Youth Constitutional Convention and has been selected to go to the National Youth Constitutional Convention. We have had many sporting successes including our Table Tennis Team coming third in the state

Message from the students

The Student Representative Council has achieved above and beyond in 2017, from amazing outcomes at the Anzac Day March, to Year 6 introduction nights. We also tried new things and were privileged to be the first school to attend Reclaim the Night, which is a march to stop violence against women. We also attended The White Ribbon Coastal Walk along with hundreds of our community members which was a big success and is a great cause. The highlight of SRC 2017 would definitely have to be the trivia night. From all the organisation, to buying decorations and organising sponsors for prizes, we did it. What an awesome night it was. Mr Littlefair did a great job of being our compere for the night and everybody had loads of fun. We wish to make trivia nights an annual event now due to the spectacular turn out and the funds we raised. Of course all of this planning and organising could not had happened without our amazing teachers, Mr Keddie and Mr Heddles and our fantastic school community. At the end of last year we started collecting cans to help our environment and raise money to put towards something nice for our school. We are continuing to collect cans and have an amazing amount of interest. We are so excited to see what 2018 can bring to our SRC and we look forward to many more accomplishments and achievements.

School background

School vision statement

The Hastings Secondary College Port Macquarie Campus will promote its core values of Excellence, Innovation, Opportunity and Success. We will be a dynamic and collaborative learning community where respectful and responsible students are empowered to achieve excellence and independence in their learning. The Campus will deliver high expectations, quality teaching and diverse opportunities in a safe, caring and positive environment. We will provide lifelong learning experiences that support the development of future focused individuals.

School context

Hastings Secondary College was formed in 2015 with 2 campuses, Port Macquarie and Westport. The College has grown dynamically with staff, parents and students working together to promote public education in Port Macquarie. We have created a dynamic learning environment that provides a diverse curriculum allowing students to pursue individual pathways. The College focuses on collaborative learning, supported by extensive professional learning. We have established innovative academies in Sport, Creative Industries, STEM (Science, Technology, Engineering and Maths) and LEAP (Learning through Engaging Authentic Pedagogy). We have shared curriculum across the college allowing senior students to broaden curriculum opportunities, allowing students to study subjects not available to them at their own campus. We offer a variety of Vocational Education courses that allow students to get school based and Australian Framework Certification. The college has well structured student wellbeing programs that are run by caring and expert staff. Parents can be assured that the college will address the individual learning needs of their sons and daughters. The college has an Aboriginal enrolment of 11%. There is a variety of programs and activities open to Aboriginal students including the Clontarf Academy for boys and the "Sista Speak" program for girls. The college attracts low socio-economic and Aboriginal education funding. Both campuses have a values based program, Positive Behaviour for Learning (PBL) and a focus on student engagement measured by COAL (College Ongoing Attitude to Learning) scores twice a term. Our college achieves excellent academic results, as evidenced by our HSC and Naplan results. We have a dynamic transition program that allows students to start high school with confidence. Once they are at school students have access to a wide range of extra-curricular activities. The creation of the Hastings Secondary College has given more opportunities to create new sporting teams. The college has a vast variety of Creative and Performing Arts programs with students competing at local and regional level. The college is involved in many community activities including the Anzac Day March, Harmony Day, NAIDOC Week, Red Shield Day, Cancer Council activities and Remembrance Day. Our students volunteer for community events such as Ironman and support our partner primary schools with their swimming and athletics carnivals. Hastings Secondary College aims to give all students leadership opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year our school undertook self assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our annual self assessment against the School Excellence Framework has shown real growth within the campus. In the domain of Learning, we have maintained the sustaining and growing level in the areas we had achieved it and grown to this level in the areas of Learning Culture and Student Performance Measures. In the domain of Teaching we have maintained our sustaining and growing level. In the Leadership domain we have moved to excelling in the area School Planning, Implementation and Reporting

Our self assessment process will assist our campus to develop our new school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

DEVELOPING THE HASTINGS SECONDARY COLLEGE

Purpose

Hastings Secondary College is a committed developer of intellectual, social, professional leadership and educational capital within the Hastings Valley. To achieve this college staff will work together to achieve the college goals of Excellence, Innovation, Opportunity and Success. We aim to be the preferred provider of secondary education through contemporary, innovative and personalised provision of learning for every student.

Overall summary of progress

This was the third year of the College. Our growth and development has been strong with a particular emphasis on transition from Year 6 and building our relationships with our partner primary schools. We have introduced innovative curriculum in the junior school which is very popular, particularly in the area of STEM and Robotics. We have been able to diversify our curriculum in the senior school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of students transferring from partner primary schools.	Funding has been used for us to run innovative programs in our partner primary schools. These have been in the areas of Maths, Robotics and the Creative Arts.	The percentage of students moving to the public system rather than the public system has increased in all our partner primary schools, particularly those with the largest numbers of Year 6 students.
An increased number of applications for the high achievers program.	Funding has been used to administer the application process for the high achievers (Zenith classes in Years 7 and 8). Professional learning funds have been spent on staff training to teach gifted students.	The application process for the high achievers class has become very competitive with students being assessed on their academic performance in literacy, numeracy and critical thinking skills. Parent and student information nights are held to explain the program. There is a waiting list for placement in the classes.

Next Steps

The focus on the development of the college will change as we move into our fourth year. The next school plan will focus on leadership development within the college and the transition from the junior school to the senior school.

Strategic Direction 2

ENGAGING 21ST CENTURY STUDENTS AND LEADERS

Purpose

To create and maintain a learning environment that is safe, respectful and inclusive. To promote student leadership and engagement in learning, guided by a deep belief that every student is capable of learning.

Overall summary of progress

We have been able to put in place effective programs for improving student engagement. Our COAL (College Ongoing Attitude to Learning.) initiative has been popular with parents and students. We are building our relationships with the Aboriginal parents and community to improve the engagement of Aboriginal students. There has been positive growth in HSC value adding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
HSC– Sustained positive growth in value adding (1.5 per student)	Funds have been used to employ a senior study co–ordinator for 4 days per week. The Edrollo system has been purchased to support student HSC revision. Professional learning funds have been used to increase staff capacity in senior assessment.	A senior study co–ordinator has been employed to assist students with study and assessment tasks. Year 10, 11 and 12 marking rubrics related to the extended response scaffold. .
The number of student entries in well–being for negative incidents decreases and the number for positive incidents increases.	Funds have been used to purchase the SENTRAL system and for the administration of the COAL data. Rewards have been given to those at the Gold level	There has been a decrease in negative and an increase in positive well– being entries in SENTRAL data COAL score data has shown a growth in students achieving the Gold Level.

Next Steps

The next school plan will continue to focus on student engagement and the analysis of data. Our Strategic Direction 1 – Learning for Success will focus on Learning to Learn and Aboriginal Learning. Our Strategic Direction 2 – Teaching for the Growth of Every Student will focus on Dynamic and Innovative Practice, Pathways to Senior School and Foundations for Success– Literacy and Numeracy. Each team will focus on the establishment of base line data and set goals.

Strategic Direction 3

EMPOWERING 21ST CENTURY EDUCATORS AND LEADERS

Purpose

To create a systematic approach to improving teacher leadership and instructional practice. The school will build the capacity of staff so that learning and the engagement of students are the focus of every lesson. Staff will become passionate learners themselves through the provision of in school professional learning that will build capacity, professional leadership and achievement

Overall summary of progress

We have increased the capacity of staff to engage in reflective practice through our PDP process and our instructional rounds program.. We have developed a clear focus on developing leadership capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased capacity of staff to engage in reflective practice and refine pedagogical practice.	Funds have been expended on professional learning around lesson observation and instructional rounds. We have also supports for beginning teachers and their developing pedagogical practice.	Reflective practice has been developed through the creation of an Excel observation spreadsheet used by KLA groups. All PDPS have the required observations centrally recorded.
Increase the number of staff undertaking accreditation at the higher levels.	Funds have been expended on facilitating meetings of those who are undertaking accreditation at the higher levels.	The numbers starting the higher accreditation program have increased but some of those who have started have found it difficult to progress due to time restraints.
Build capacity of leaders and aspiring leaders in instructional leadership.	Funds have been expended on professional learning and facilitating meetings of those on the instructional leadership team.	Team leaders and other staff who are interested have developed their skills in instructional leadership through professional learning and the opportunity to be involved in instructional rounds and feedback.

Next Steps

Our third Strategic Direction in our new school plan will be Leading to Drive High Expectations. It will focus on instructional leadership and be overseen by the Principal's Leadership Team. It will use the principles of Instructional leadership to guide the work of the teams involved in the other Strategic Directions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funds were expended to cover the cost of the Clontarf program and Sista Speak. The college NAIDOC Week celebrations were also funded as well as an Aboriginal Learning Support Officer	Aboriginal students are achieving higher attendance and retention rates. The Clontarf Academy has been a very positive program well supported by the community. Sista Speak is a popular program with a high attendance rate and regular input from the community. The NAIDOC celebrations included a gathering of parents, students and community with a comedian and student performances that was well received by all. A food fusion market was appreciated by the whole campus.
Low level adjustment for disability	Funds were expended to hire Student Learning Support Officers to assist students identified as having low level support needs.	This initiative was popular in the campus with both students and teachers appreciating the extra support. The Learning Support Officers also worked on the QuickSmart numeracy program and with some new arrivals who needed language support.
Socio-economic background	Funds were expended in a wide variety of programs all with a focus on the students identified as having low socio-economic backgrounds.	The programs funded in this area included the hiring of a senior study co-ordinator to support senior students, the extending of the hours of the computer co-coordinator and the purchase of support programs in English, Maths and Science that could all be used at home as well as school.. Student Assistance was given a priority as well as year excursions for Years 7, 9 and 11. Year Advisers were supported their well being work .
Support for beginning teachers	Funds were expended to give the beginning teachers extra professional learning, time to attend their focus group and time to work on their accreditation.	The beginning teacher program developed at the campus included group meetings, lesson observation, peer coaching and support with accreditation at the proficient teacher level.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	364	355	322	326
Girls	362	360	346	336

Student enrolment numbers have started to steady in the campus as a whole. Enrolment has started to consolidate in the junior school. We are looking at ways to improve the number of students transitioning from Year 10 to Year 11 and have made this a part of our next strategic plan.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.3	92.6	90.4	91.8
8	85.9	90.3	87.7	85.9
9	86	84.5	86.6	85.7
10	82.7	86.4	84.6	81.5
11	81.4	87.5	86.4	75
12	82.9	89.5	83.9	85.7
All Years	85.3	88.2	86.6	84.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Classroom teachers are responsible for marking class rolls on a period by period basis using the SENTRAL system.. Period 1 is the official roll marking period whereby attendance data and notifications are generated.. Attendance is monitored through a school procedure that compliments departmental policy. Attendance is monitored on a period by period basis by classroom teachers. The Year Advisers and Deputy Principals monitor attendance patterns and take their concerns to Learning Support Team meetings. School

based interventions take place including phone calls and parent meetings. Monitoring booklets are often used to closely monitor attendance, with parents checking them daily. If these measures do not succeed a referral is made to the HSLO or ACLO. Our Clontarf Academy for Aboriginal boys also closely monitors the attendance of the students who are members. Our parents can see their child's attendance on the school's Parent Portal which is part of our SENTRAL system.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	5	5	11
Employment	5	5	40
TAFE entry	3	4	8
University Entry			37
Other	12	4	11
Unknown	2	5	4

Year 12 students undertaking vocational or trade training

The campus continued to offer a wide range of VET courses including 240 hour Hospitality, Metal and Engineering, Retail Services, Entertainment and Construction. TAFE delivered Stage 6 (EVET) courses included Automotive – Mechanical Technology, Human Services : Individual Support (Aged Care), Information and Digital Technology, Tourism, Travel and Event, Animal Studies, Early Childhood Education and Care, Retail Make Up and Screen and Media.

Eighty two students participated in SVET programs with 32% of Preliminary students and 37% of HSC students enrolled in one or more SVET courses. This is a 2.5 % increase since 2016. Twenty one Stage 6 students participated in EVET courses (including 4 disabilities students completing Animal Studies and Retail Make Up and 17 mainstream students) – a slight increase due to EVET opportunities provided to students who would otherwise have left our college / campus for alternate providers e.g. Newman's. Students were completing courses with qualifications to enhance post school employment and further study opportunities. No Stage 5 students participated in EVET courses.

The increasing number of students undertaking SVET courses since 2014 / 2015 may be attributed to our changing student demographics and transition from more academic aspirations to vocational career paths and/or academic programs of study including one VET course to broaden student short term employment opportunities and independence whilst undertaking further study.

Four students were involved in school-based traineeships – one Certificate 3 in Allied Health: Physiotherapy, one Certificate III in Health Services Assistance, one Cert II in Transport and Logistics – Warehousing Operations, one Certificate II in Community Pharmacy and four Retail Services – Certificate III in Retail Services. HSC – Qualifications SVET students

Certificate II or Higher qualification – 61%

Certificate I Qualification – 12%

Statement of Attainment Certificate I / II – 27%

Judith Cowan

VET Coordinator

10.12.17

Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 student except those on a pathways program attained HSC or equivalent VET qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	40.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	12.88
Other Positions	1

*Full Time Equivalent

One teacher and two Learning Support officers are Aboriginal. The Clontarf Academy is staffed by two Aboriginal men.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

School professional learning was delivered in 2017 through college and campus professional learning days and afternoons. In addition individual teachers attended a variety of courses run by outside providers and the Department of Education & Training. We worked in co-operation with our local Lands Council to provide courses in the areas of Aboriginal student learning and culture. These courses included Eight Ways Together and Connecting to Country. We have one staff member accredited as a Highly Accomplished Teacher and she has formed a group to support others attempting to reach the higher levels of accreditation. All staff members who needed to complete accreditation at proficient or maintenance level were able to do so with the assistance of their faculty leaders. The Australian Curriculum has continued to be phased in and there has been an ongoing focus on supporting opportunities for staff for the implementation of new syllabuses. This year we have also focused on the changes to HSC assessment and the importance of formative assessment. We have also continued to support professional learning around each of our alternative learning programs. These programs will be extended in 2018 particularly in the three academies; Sport, Creative Industries and Science Technology, Engineering and Maths(STEM). Another professional learning focus has been our Zenith program, a gifted and talented initiative.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school would like to thank our parents and carers for their ongoing voluntary contributions and subject fees. These allow us to enhance the learning experiences of our students. We have been able to improve our technology and provide more technological support for students and teachers. We have purchased significant resources for the library that will enable us to improve the senior student and focus on 21st. century learning. We have also focused on

providing more resources for our well being program.

Receipts	\$
Balance brought forward	614,845
Global funds	757,898
Tied funds	540,435
School & community sources	231,679
Interest	8,756
Trust receipts	25,653
Canteen	0
Total Receipts	1,564,422
Payments	
Teaching & learning	
Key Learning Areas	115,938
Excursions	108,244
Extracurricular dissections	22,677
Library	7,203
Training & Development	74,345
Tied Funds Payments	406,942
Short Term Relief	159,418
Administration & Office	124,384
Canteen Payments	0
Utilities	78,820
Maintenance	84,817
Trust Payments	28,763
Capital Programs	0
Total Payments	1,211,552
Balance carried forward	967,715

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,048,250
Appropriation	969,901
Sale of Goods and Services	32
Grants and Contributions	77,803
Gain and Loss	0
Other Revenue	0
Investment Income	513
Expenses	-482,583
Recurrent Expenses	-482,583
Employee Related	-177,541
Operating Expenses	-305,042
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	565,666
Balance Carried Forward	565,666

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Our school's financial management is through the senior executive, the School Administration Manager, Executive and the finance committee, which includes a parent member. We consult with our team leaders who drive the strategic directions in the school plan. We use the Financial Planning Tool to budget our human and other resources. We have been able to increase spending because of the fees paid for hiring our Multi-Purpose Centre and other areas of the school grounds. We have had substantial spending on human resources, the additional staff have been used to support our welfare initiatives. We are looking towards the replacement of the school bus and so we are putting aside funds for this.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,758,084
Base Per Capita	105,212
Base Location	4,733
Other Base	6,648,139
Equity Total	509,819
Equity Aboriginal	61,414
Equity Socio economic	225,884
Equity Language	0
Equity Disability	222,521
Targeted Total	694,708
Other Total	284,184
Grand Total	8,246,795

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

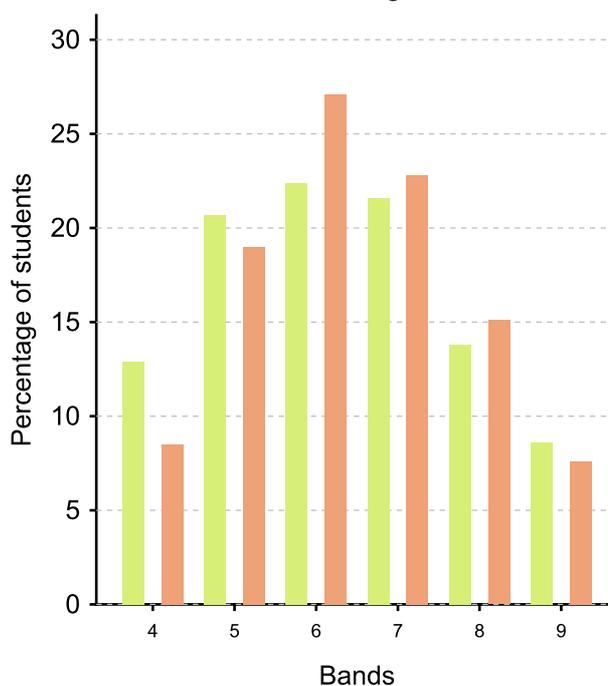
School performance

NAPLAN

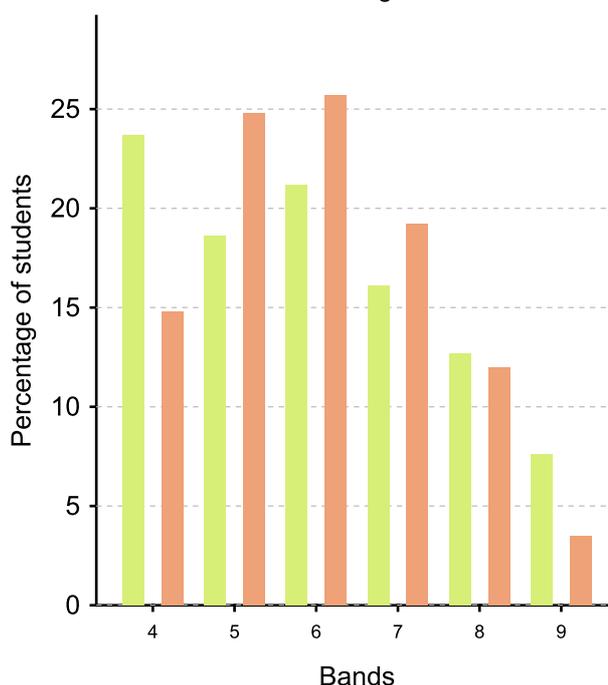
In the National Assessment Program results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

We have had positive results from our reading focus using literacy strategies such as Word Flyers and complex text analysis. Over half the cohort achieved the Band 8 benchmark. High achievers and medium achievers are showing growth. Low achievers are showing high growth. We would like Indigenous students to perform at a higher level and will embed more of the 8 Ways strategies into programming. In writing a large proportion of the students are in the expected growth category. We are concerned that in writing, some students do not appear to have the confidence to make a serious attempt. We will focus more on writing in junior programming and staff professional learning.

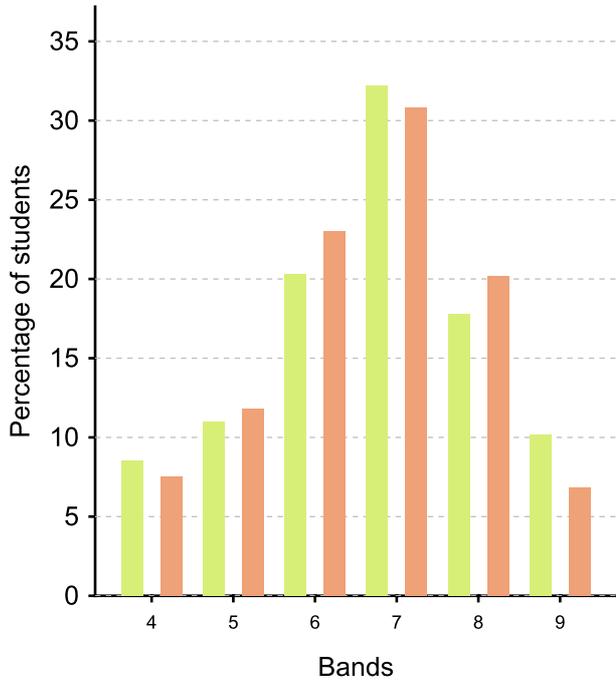
Percentage in bands:
Year 7 Reading



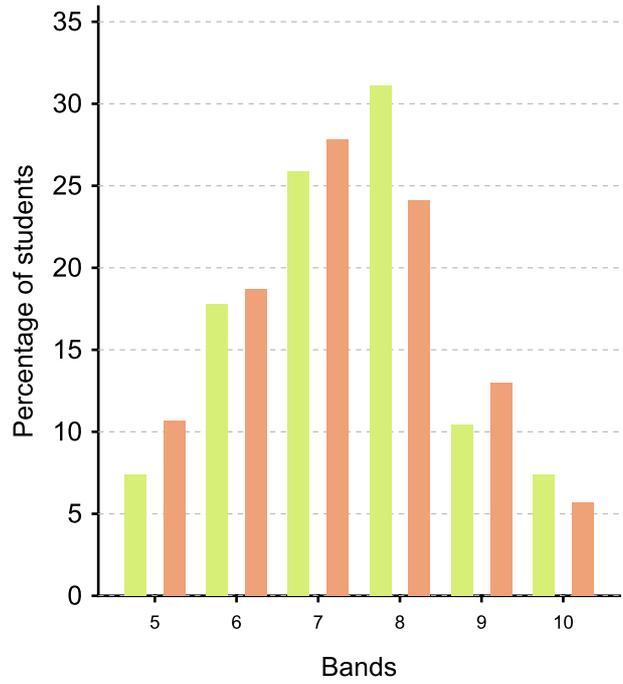
Percentage in bands:
Year 7 Writing



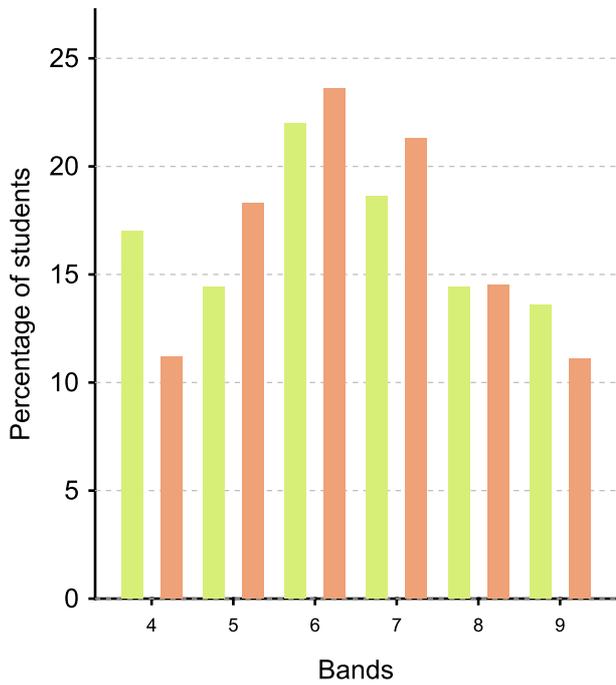
Percentage in bands:
Year 7 Spelling



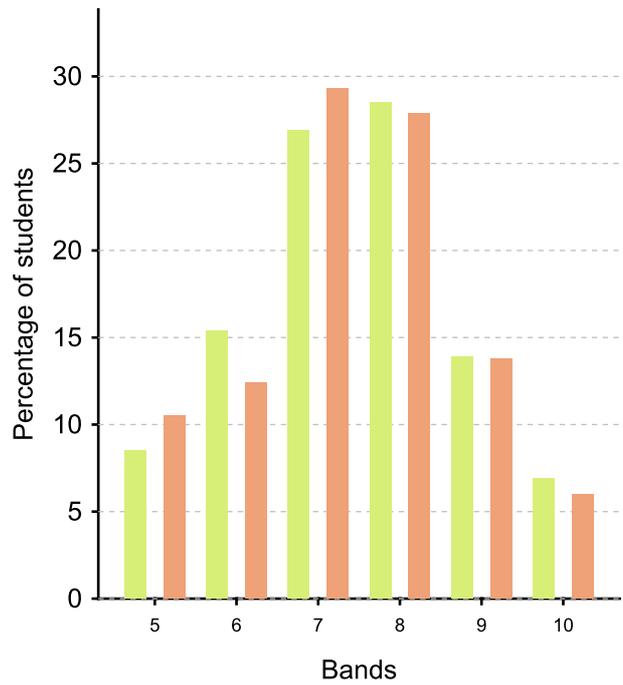
Percentage in bands:
Year 9 Grammar & Punctuation



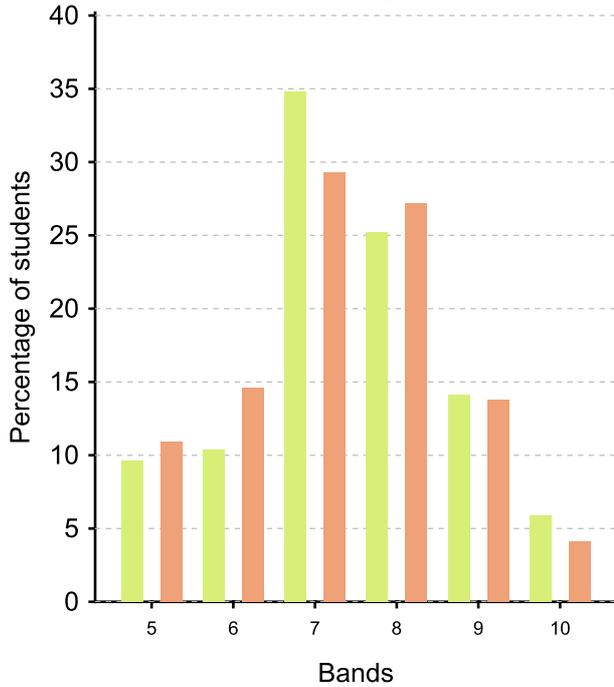
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in bands:
Year 9 Reading

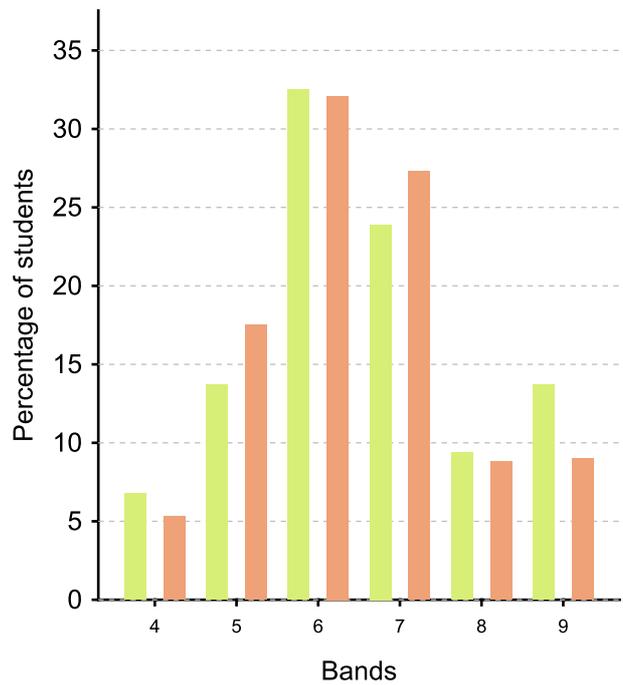


Percentage in bands:
Year 9 Spelling

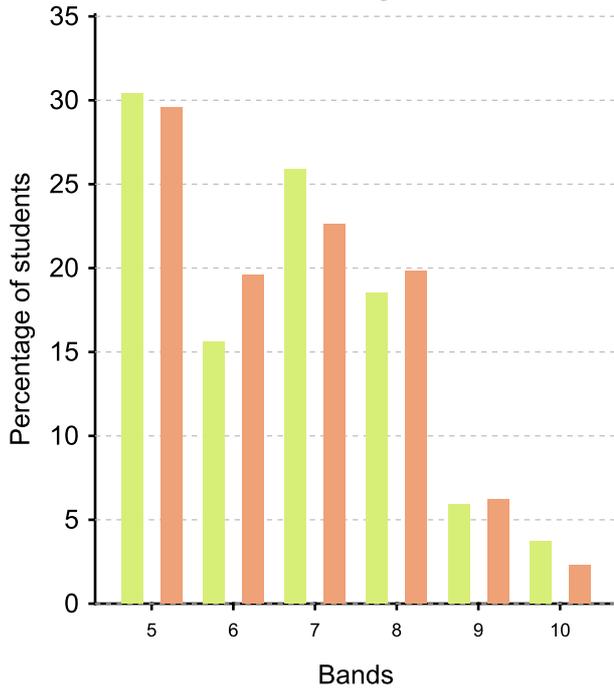


Foundations for Success – Literacy and Numeracy:
We hope the strategies we will put in place will further improve these results.

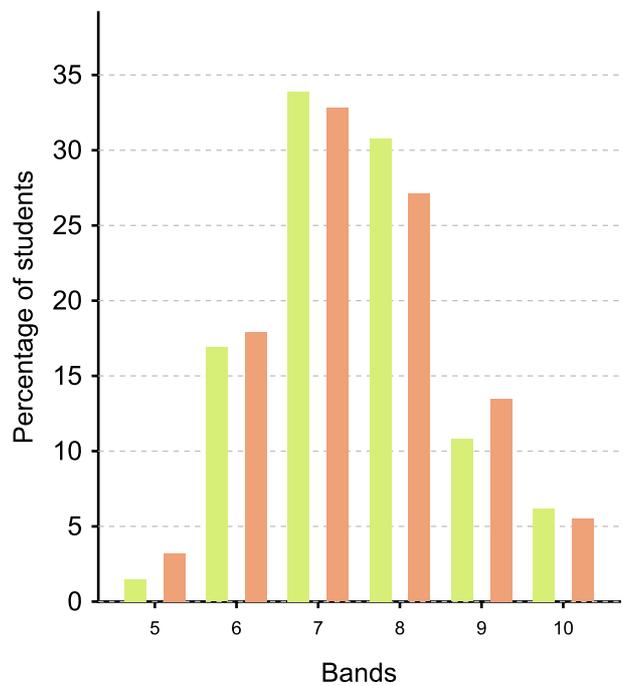
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



Our NAPLAN Numeracy results are showing growth particularly in Year 7. In Year 7 we are showing growth above like schools in the top bands and the lower bands. For Year 7 Indigenous students we are twice as successful as like schools and schools state wide.. Year 9 are showing growth but not at the rate of Year 7. In Year 9 we had no Indigenous students in the bottom band. One of our priorities in the new school plan is

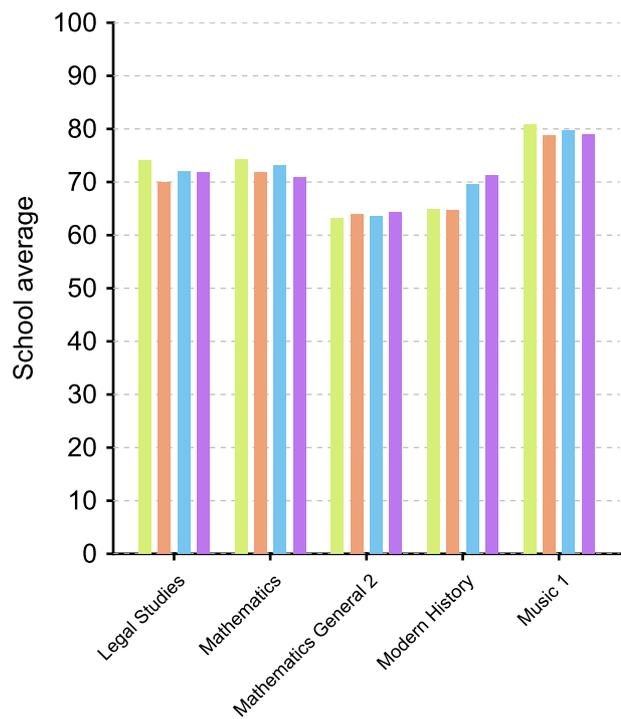
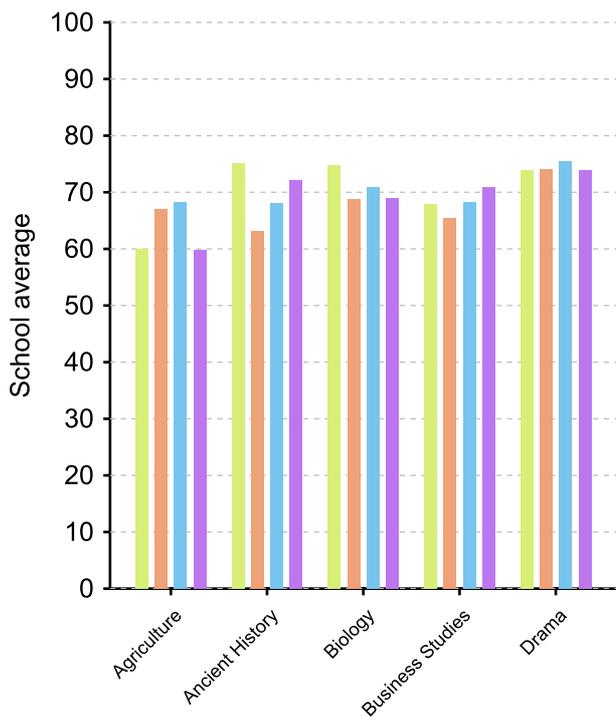
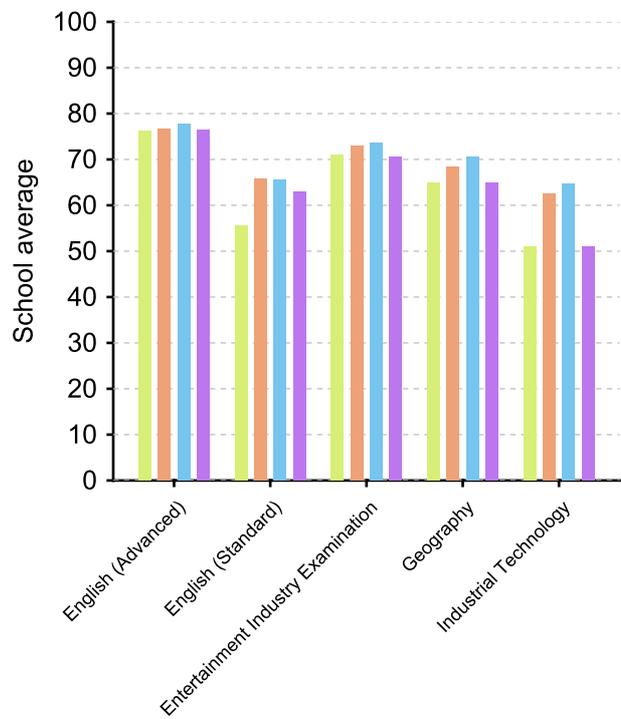
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access

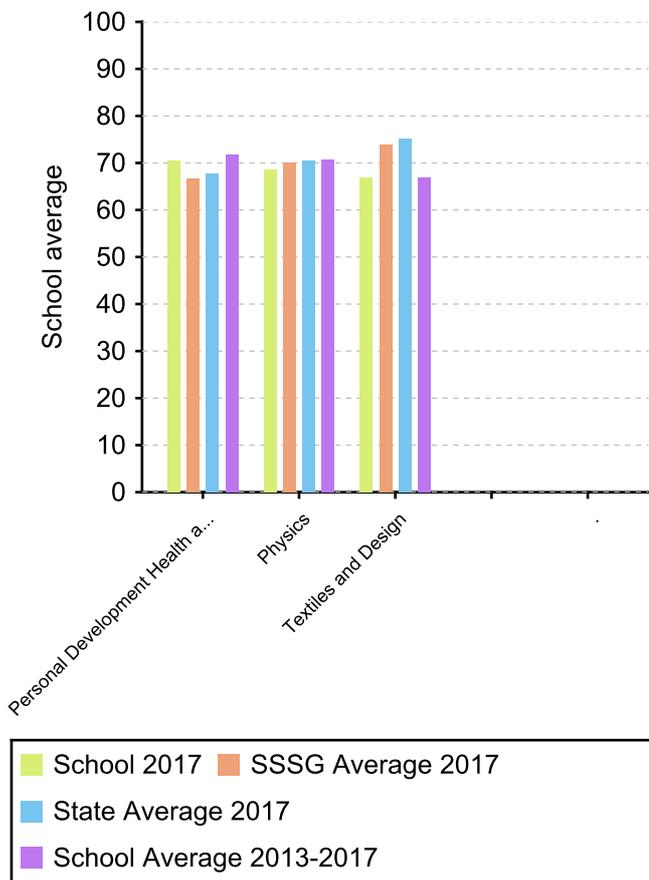
the school data.>

In the Premier's Priority : Improving education results we have been able to show value adding to student results at the sustaining and growing level for both Year 7 into 9 and 9 into 12. In the state priorities: better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands we have shown growth for Aboriginal students in both literacy and numeracy across year 7 and 9. The average percentage in the top 2 bands for Year 7 numeracy is 15.38% and Year 7 reading 8.33%. In Year 7 the growth since 2015 for numeracy has been from 2% in 2015 to 5.8% in 2017 and in Reading from 7.14% to 8.33%. One of our priorities in the new school plan is Aboriginal student learning. We hope the strategies we will put in place will further improve these results.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





We have had some very strong performances in the HSC. We are able to compare our average performance to both like schools and the state. Subjects that scored above the average for like schools were Creative Arts, English Advanced and Extension 1, and Science. HSIE was above state averages as well. Aboriginal students performed very well with above state average results in Science, Maths, HSIE Advanced English and Creative Arts. In English the best results were in Extension 1 and Advanced. In Creative Arts they were in Art and Music 2. In HSIE, Ancient History and Legal Studies had the best results. The best results in Science were in Biology and in Maths in Mathematics. Our value adding for Years 9 to 12 was very positive showing us to be sustaining and growing.

Parent/caregiver, student, teacher satisfaction

This year the school undertook an evaluation of the school discipline section of our wellbeing policy. The first part of the process was to survey staff, students and parents re the use and suitability of the scheme in current use. This was done through P&C, random parent contact, staff meetings and student focus groups. The evaluation had a broad focus in its initial stages. Students were asked what in general good student behaviour looked like, what was our school doing well to support good student behaviour and what aspect of student behaviour needs to be an immediate focus. The questions for parents were similar. Staff were given a plan for the review of the system and then asked to discuss this in faculties whether we should change our system. Staff were then given the student and parent responses to discuss, focusing on the

question, "What is your next most powerful step?" The responses have been very diverse. The most powerful positive was our COAL strategy for measuring student involvement in lessons. This information will be collated in 2018 and our system will be modified in consultation with the executive and staff as well as parents and students.

Policy requirements

Aboriginal education

Aboriginal Education has been a part of Strategic Direction 2. The team has been lead by Sharon Combey. The team has been dynamic in its approach with our students experiencing a diverse range of activities to celebrate their Aboriginal heritage. NAIDOC Week was celebrated at both campus and college level. There was a College assembly featuring dancing and an Aboriginal comedian. The Clontarf Academy operated in the school all year, with Westport Campus coming on board with the program at the start of the year. The uptake into the program has been impressive. It is having an impact on attendance, engagement and retention. They held an awards ceremony at the end of the year where students, parents and teachers celebrated the boys' achievements. Each Aboriginal student was part of the MGoals initiative working with staff to write at least one living and learning goal. We held a family barbecue to help consolidate the relationship between the school and the community. We have started a "Sista Speak" group with the local community to promote the confidence and attendance of Aboriginal girls.

Multicultural and anti-racism education

In 2017, students in Year 8 completed one full year of Japanese language study. Incorporated into this study is the learning of cultural aspects of Japan. Students were encouraged to communicate in the target language and participate in cultural activities such, craft activities and the study of everyday traditional activities of the culture.

Year 12 students completed their Preliminary studies of Japanese. One student completed a HSC Continuers Course and the remaining students completed their HSC Beginners course.

Okadama Senior High School; our sister school in Japan, again visited Port Macquarie Campus. Two teachers and 9 students stayed for a week as a part of the Goodwill Tour. Hastings Secondary College, both Port Macquarie Campus and Westport Campus students and their families hosted these students, opening their homes for a week. This program began more than sixteen years ago and is an annual event.

Anti-racism is an important part of our wellbeing policy. We have an antiracism officer who counsels all students involved in our rare racist incidents.