Our school at a glance

Students

Parkes High School has a very diverse student body which demonstrates skills in the academic, cultural and sporting areas. Historically our students have shown a strong loyalty and commitment to the school and their school spirit is exceptional as typified by the high standard of uniform they wear, the consistent high level of attendance, participation in sporting carnivals and their willingness to involve themselves in all available opportunities. Students are keen to further their educational horizon and, as is evidenced by the number of students successfully gaining employment and moving into further study, courses chosen to be studied provide the skills necessary for these students to follow their chosen career path.

At the commencement of 2010 the school student population stood at 706, comprising 332 boys and 374 girls, with 11% Aboriginal and just over 3% from other cultures.

Staff

The teaching staff at Parkes High School is comprised of a group of very dedicated practitioners with mixed years of experience in the teaching profession including six New Scheme Teachers. Ongoing professional learning to suit individual, faculty and whole school needs is actively maintained with all staff demonstrating commitment to their own learning, quality teaching and the achievement of learning outcomes for their students. They maintain currency with departmental policy, complete mandatory training as required and are involved in whole school planning and program and policy development.

The total staffing entitlement for 2010 was 60.8 teachers and 14.282 School Administrative Support Staff.

All School Learning Support Officers have completed their Certificate III in Educational Support Teachers-Aide Special through TAFE.

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

Significant programs and initiatives

With a continued focus on pedagogy, quality teaching and innovative practice 2010 was an exceptional year for our school culminating in the receipt of a Director General of Education Award. With the key focus being the provision of quality educational experiences for all of our students the school was able to implement the following improvements and program modifications:

- Inclusion of PBL philosophy of being safe, responsible and respectful in classroom management strategies;
- Development of Stage 6 Team to review current curriculum policy and practices in years eleven and twelve;
- Participation in the pilot program to support the new school leaving age by providing alternative educational pathways – Parkes Industry Partnership Program;
- Two Year 7 students accepted to xSel, the western region virtual selective high school;
- Establishment of the non-denominational lunchtime Christian youth group 000;
- Further extension of our partnership with TAFE to include Animal Care, Health Care Assistants and the Automotive which ran out of Forbes TAFE;
- Continued involvement in SES and RFS cadet program;
- Introduction of a scholarship program for our Year 7 students for academic, sporting and cultural excellence;
- The highly successful staging of the musical Junglebook;
- Introduction of the Jamboroo excursion to celebrate positive achievement of students through the commendation system.

Student achievement in 2010

Academically students have again produced some outstanding performances throughout 2010 and although the pursuit of academic excellence is not the focus for all students it is reassuring to see, that for the majority, the determination to always do their best is evident. These same students see value in their education and
understand the importance of learning as a pathway to their future careers.

In 2010 our students successfully participated in external academic competitions achieving both distinction and high distinction certificates in the areas of Science, English and HSIE.

Despite the disruptions with the conduct of NAPLAN the data shows our year seven students performed well across all domains. However, the performance of our year nine cohort was well below previous years, particularly in writing, and highlighted our need to review our current practices in both literacy and numeracy. This will be a major project in 2011 and the first steps have been taken to initiate this change.

The school certificate results were comparable to previous years with a significant number of students achieving in the top three bands in all subjects.

The HSC results unfortunately did not meet expectations across most subject areas. Many students achieved one mark off band 6 or band 5 leaving teachers wondering what it takes to move students into those higher bands. The top result was in Extension Music where Neralie Stuart received an E4. This is an outstanding performance.

The early entry program to university was again successful with 25% of our students being accepted into the university course of their choice. This number expanded to almost 50% with the offering of placements in rounds one, two and three.

Principal’s message
Each year it is with great pride that I have the opportunity and privilege to acknowledge the outstanding academic, sporting and cultural achievements of our students and 2010 is no different.

For the students, staff and wider community of Parkes High School this has been a year of great change, achievement, celebration and progress and along the way there were times to reflect, to rejoice and to learn from our mistakes. It was an amazing year with many outstanding individual and team successes and brilliant experiences for our students.

Academically students have again produced some truly outstanding performances; Students have successfully participated in external academic competitions achieving both distinction and high distinction certificates. NAPLAN data shows our Year 7 students have performed well however our Year 9 student performance was well below previous years and highlighted our need to review our current practices in literacy and numeracy. The school certificate results were comparable to previous years with a significant number of students achieving in the top three bands in all subjects. HSC results, although quite solid, did not meet previous years with a decrease in results in the top two bands. Despite this lower level of achievement 50% of students did achieve entry to the university course of their choice with half of these being offered entry to at least two courses.

Gifted and Talented education is always a priority and will be further highlighted in 2011 with five of our incoming Year 7 students enrolled in the Western Regions Virtual Selective High School. Additionally, this year also saw the successful introduction of a scholarship program for our 2010 Year 7 students for academic, sporting and cultural excellence. These award recipients Andrew Cranwick, Rebecca Auld and Thomas Galvin were nominated by our partner primary school Principals and will be financially supported throughout their time at Parkes High School.

In the classroom the diversity of courses offered and their mode of delivery continues to expand. Students in stage six this year undertook study in approximately 40 courses delivered from school, TAFE, external providers and distance education. The partnership with TAFE continues to strengthen with the school now offering courses in Animal Care, Beauty Therapy, Automotive and Health Care Assistant. This year the partnership with TAFE also saw the introduction of the Parkes Industry Partnership Program, a pilot program that aimed to support the “Increase in Leaving Age” legislation and provide an alternative pathway to the HSC. To oversee this program and support this new legislation we have also seen the formation of a Stage 6 team within the school that has been investigating alternative curriculum structures, delivery modes and
community partnerships to enhance student opportunities. In addition the team has been re- structuring the presentation of information to parents and students, seeking input from the community through surveys and a very successful Industry Forum Dinner, developing a new study program for senior students and overseeing timetable structures to ensure access by students to alternative pathways to the completion of Year 12. The success of this program and the team’s work was recognised earlier this year with the award of a prestigious Director General of Education Award and in 2011 will be further supported with the introduction of a Stage 5 team which will conduct a similar program aimed at investigating current practices and potential change in the curriculum and structures for our Year 9 and 10.

It is important to note that although the move into VET Framework subjects continues to be a strength, our school continues to supply a very broad curriculum, including what are considered traditionally the academic subjects, thereby catering for all possible career pathways and not just those who go onto university. In 2011 we will also see the introduction of several new senior courses delivered by our staff as well as collaboration with Forbes High School to investigate alternative structures to support a cross learning community curriculum model to increase the diversity in opportunities for our students.

As the result of various initiatives the physical structure of our school has been changed and this year we have seen an injection of funds to support the inclusion of major building works around the school. Under the Commonwealth Government’s BER program a $1m Language Centre to support the delivery of languages for our students has been constructed on Upper Geddes. This building is a state of the art facility housing a connected classroom and a smaller seminar room. In addition we have seen the upgrade of cabling across the school to support the introduction of the 400 student and staff laptops now existing in our school under the Commonwealth Government’s Digital Education Revolution program; the addition of lighting, a storeroom and the shell of two toilet blocks to our multi-purpose centre and finally the installation of our much awaited connected classroom. Currently we are also going through the construction and refurbishment for the establishment of our Trade Training Centre. Overall this has been a massive injection of funds into our school of around $5M and ultimately a valuable investment in the opportunities we can provide your children.

The traditional practice of education has changed and the challenges of meeting these changing needs is a priority for the staff at Parkes High School and we are determined to ensure the opportunities we provide, both curricular and extra-curricular, continue to be second to none. This year we have seen our students participate in various programs such as “Brainstorm”, the “Bounceback”, “People of the Soil”, and Motivational Media; present the History Express and Health Expo displays; continue to participate in the SES Cadet and RFS cadet programs, Try-A-Trade, Taste of TAFE, Jobs Expo, Mock Crash, Pi Day, and the Rotary Youth Driver Awareness Program; give representation at the ANZAC March and NAIDOC celebrations; support the Education Week display in the main street and the annual Show where there were not only entrants in multiple areas but students also manned the school stand and supported residents of Niola around the showgrounds. They have also actively participated in the cattle Team at various shows within the district which resulted in Katrina Curtis and Deanne Freeman representing at the NSW Junior Judging competition; Junglebook musical (which also involved students from our partner primary schools); State Drama Camp (the first time for our school and I would like to acknowledge Kadin Hill and Ashlee McGrath); Reading Day; Ski excursion; Whirlpool competition (where we were placed second); excursions to Sydney, Canberra, Wollongong, Jambooro and various other local destinations; student leadership days; Charities and Appeals; public speaking with Legacy and the CWA; and, thanks to the hard work of some very motivated young people lead by Stephanie Allen, OOO a non-denominational Christian group. There are many other activities which could be mentioned and like these they have all enriched the educational experiences of everyone who participated.

Within the school and the wider community our students have had extensive involvement and
success in the sporting arena. Our most outstanding achievements have included western region champion titles, students achieving NSW and Australian representative status and it would be remiss not to mention on an individual level, the amazing efforts of Jack Elliott who represented Australia in the All Schools Hockey Team in China, was on the U/17 Australian School boys team and will travel to South Africa in 2011, Blake Parker and Mitch Hutchings who travelled to England to represent Western NSW Soccer, and the many other individuals who have excelled in their chosen areas of expertise.

In addition to the individual success of these students many of our sporting teams won western region titles with many others making it to the finals at all representative levels in athletics, swimming, netball, rugby, hockey, touch and league. It is not hard to see why our school is the number one sporting school in Western Region with so many individual and team successes across so many sports.

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.

Neryle Smurthwaite

P & C message

This year has been very productive for our parent and citizen group. We have 47 families recorded as financial members for 2010, and generally there has been good attendance at the eight meetings held throughout the year.

Throughout the year our members have assisted Parkes High by serving on panels for the selection of teacher, Head Teacher and Deputy Principal positions. Members are currently on committees for the PBL and Anti-Bullying programs and members assisted with a working bee in the arboretum.

Fundraisers for the year included the sale of bizbang bags for laptops, the swimming carnival barbecue, the athletics carnival canteen, the cake stall on the federal election day, our “Grown-Ups” movie night and our raffle that is still in progress. With money raised, we have been able to support the school library and the awards night.

Our uniform committee has been busy consulting with our school community and retail outlets in Parkes in the preparation of the new uniform package. After some amendments our P&C voted for the introduction of the uniform package that will be available for the start of 2011.

During 2010, two funding grants were applied for. Funds to the value of $8248 were gained for the Peer Tutoring program from the Royal Agricultural Society of NSW. The application for funds for the Parkes High banner was not successful. Thanks goes to Helen Vere and Stephanie Williams for their efforts in preparing the applications.

It is the P&C role to oversee the running of the school canteen. Early in 2010, Nancy Smede, our canteen bookkeeper for a number of years, resigned. After advertising the position, Toni Townsend was appointed the new bookkeeper. During 2010 our group formulated a canteen survey which was sent to many school canteens in our district. The information received from the many replies will help with future running of our own canteen.

Lastly I would like to thank our members who have organised and worked on our many projects, attended meetings and supported myself and the executive – Vice President: Michelle Jelbart, Secretary: Sue Keith and Treasurer: Ed Lowe during 2010.

John Jelbart

Student Representative Council’s message

Over the past year we have had the pleasure of leading and fulfilling the obligations presented as captains of Parkes High School for 2010. Through regular SRC meetings we have developed a strong working relationship with staff and students alike. This has enabled efficient organisation of school functions and a basis for SRC funding which includes socials, assemblies and fundraising to encourage spirit amongst the community.

On top of SRC duties, we have also represented the school within the community by attending respected community members funerals, memorials and commemorative ceremonies. ANZAC Day held an opportunity for us, as youth representatives, to show our respect. We did this
by laying a wreath at the dawn service, leading the school march and attending the annual ANZAC luncheon.

As captains we have each gained valuable experiences. This was especially during our trip to Sydney with SRC Co-ordinator, Mr Egan. Whilst in Sydney we had the privilege of attending Leadership seminars, meeting captains from throughout the Western Region and being introduced to Her Excellency, the Governor Marie Bashir.

We are very appreciative to have been appointed this role and wish next year’s school leaders the best of luck!

Jordan Dwyer and Angus Cheney

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

In 2010 the year commenced with 706 students which was comparable to the previous year. The students enrolled consisted of 13% aboriginal, 84% European and the remaining 3% from a diversity of countries and cultures including Tonga, Chinese, the Philippines, New Zealand, South Africa, Fiji and Germany. The student population is quite stable with those who enroll in Year 7 completing their formal education at the school. The increase in leaving age resulted in a larger cohort in Year 11 but a number of these left school at the completion of work placement, on turning seventeen or on finding employment.

Student attendance profile

Attendance at school relates directly to student achievement as it allows continuity in learning and the acquisition of important information. In 2010, unlike previous years, the overall school attendance rate was below western region. This decrease can be attributed to a core group of students in the junior school, particularly Year 9, being disengaged and refusing to attend. However, for our Year 10, 11 and 12 students, attendance was above western region and, for Year 12, above the state average attendance level.
Management of non-attendance

The monitoring of non-attendance, truancy and partial truancy are a priority of the school and is supported by the local police and HSLO.

Non-attendance is communicated to parents both verbally and in writing. This year though has seen an increase in student disengagement where parents and carers are becoming increasingly unable to get their child to school. This non-compliance usually results in the involvement of the HSLO and development of individual attendance plans.

Truancy and partial truancy are monitored by the school executive and can involve consequences being imposed under the school’s Welfare and Discipline system including such things as daily monitoring sheets, set detentions and isolation.

Structure of classes

The formation of classes at Parkes High School varies across year cohorts. In year 7 all students commence the year in mixed ability classes formed from discussions between the STLA, the year advisor and Year 6 teachers from our partner primary schools. At the end of term one Year 7 students, after participation in a selective test process, are rearranged into a graded top class.

In Years 8 to 10 students are graded in English, mathematics, science and HSIE with all other subjects being determined by student choice, teacher availability and timetable constraints. Stage 6 classes, except for English, are determined by student subject selection.

In addition to mainstream classes the school also runs three classes in the Special Education area (IM, IO and IS), a regional BD Tutorial program and withdrawal classes for students requiring STLA support.

Retention to Year 12

The 2010 Year 12 cohort was the smallest that the school had enrolled for some time due to many students moving into employment at the end of Year 11 and earlier at the end of Year 10. Much of this employment, particularly for the boys, was the result of students attaining apprenticeships at the end of their work placement.

Post-school destinations

The 2010 Year 12 cohort comprised 59 students with the male, female ratio being 23:36. At the time of the survey the following information was available:

A total of 42% of our Year 12 students (16 females, 9 males) were offered places at University in 2011, of which 25% accepted. (9 females, 6 males). This was a 16% decrease on the previous year’s total of students accepting places out of 66 students. Most popular courses included Education, Health, Engineering, Business and Information Technology.

Those choosing to defer university study made up an additional 10% which was up by 6%. These students have opted to take up a traineeship or part-time work to help with the costs of starting out and relocating for university. The remaining 7% of students who received offers did not indicate whether they were intending to take up tertiary study next year at the time of the survey.

Those students seeking training at private colleges or similar institutions increased from 6% to 12%. Training undertaken included the Defence
Forces, Fashion Design, Communications and Life Skills.

Of the other students who completed their Higher School Certificate 17% were attending TAFE, which was the same for the previous year. This includes; 8% involved in a traineeship up by 2% and 5% employed in an apprenticeship down by 3% on last year’s totals.

Those students entering full-time or part-time work made up 24% of the total leavers which was up by 4%. Figures showed a decrease in part-time workers 12%, a drop of 2%, while those in full-time work increased 6% to 12%.

Of students not in the labour market or undertaking further training, figures showed an increase of 2% to 3% of students being unemployed at the time that this destination survey was collated.

Students unknown or undertaking other projects was down by 1% a total of 10%. These students are travelling, taking a gap year, involved in volunteer work, have left town or did not return the survey.

Year 12 students undertaking vocational or trade training

The popularity of completing a VET course as part of their HSC pattern of study continues to grow amongst stage 6 students. In 2010 19.12% of students in Year 12, of which 0.07% were Aboriginal, undertook study in one or more of the three courses delivered at the school site – Construction, Metal and Engineering and Hospitality (Kitchen Operations).

Of the students who undertook these courses all participated in the mandatory industry work placement component completing a total of 980 workplace hours. The completion of the work placement component continues to be a successful experience for our students as many of them move from these into apprenticeships and traineeships.

With the commencement of the construction of the Trade Training Centre the growth in interest in VET subjects will continue to escalate particularly in the area of Hospitality.

Year 12 students attaining HSC or equivalent vocational educational qualification

The 2010 Year 12 cohort consisted of 57 students all of whom completed their HSC studies across 28 different subjects.

Of those students who undertook VET Framework courses as part of their HSC most completed the necessary competencies to attain Certificate II qualifications in their chosen course. A certificate of attainment was awarded to those who did not achieve all competencies.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The teaching staff at Parkes High School is a highly dedicated and committed group of fully qualified professionals. In 2010 to help support various programs and to cover time lost to professional learning and illness, three temporary teachers were employed by the school to support the small number of casuals and ensure all classes were covered at all times.

In addition to the teaching staff in 2010 Parkes High School also employed 3 Indigenous Tutors, one of which supports the Stage 4 Wiradjuri Language program and the other two work to enhance literacy and numeracy skills of Aboriginal students across the school. The teaching staff are also supported by 4 permanent Student Learning Support Officers and 8 permanent school administrative officers.

Staff establishment

The actual school staffing entitlement for 2010 was 60.8. This staff represented teaching staff across nine faculties who were supported by 14.282 permanent School Administrative Support Officers including five permanent front office staff, a Library Assistant, Lab Assistant, Kitchen Assistant, General Assistant and 0.5 Farm Assistant.

With the employment of a full time Aboriginal Education Officer and three Aboriginal Workers the overall percentage of Indigenous employees in 2010 stood at 1% of the permanent staff and 5% of the total staff employed in the school.
Staff retention

Although the retention rate of staff at Parkes High School remains quite high each year we see a change in personnel whether through transfer, retirement or promotion. In 2010 we have farewelled our two Deputy Principals Mrs Sandra Carter who was successful in gaining a promotion to Principal at Tullamore starting term two, and Mr Jim Brown who was successful in interview for a position in Manilla, starting term four. Both positions have now been filled by Mr Duane Rhall and Mr Shane Kelly who will commence at the start of the 2011 school year. In addition to these two staff members we have also welcomed the addition of Mr Andrew Pigram (Head Teacher – Science), Mrs Patsy Hill (Head Teacher – English), Mrs Chris Crute (SAM), Ms. Tracy Dawson (Librarian), Miss Lauren Cassar (Maths), Mr Gavin Broady and Mr Richard Murney (Science), Mr Joe Spicer (PDHPE), Mr David Lickess (TAS), Mr Mark Shanahan (TSO), Mr Wayne Symonds and Ms Kathryn Postle (Counsellor). At the start of the year we farewelled Mr Michael Drew, Mr Peter Papilos and Mr Michael Beadon and at the end of the year we also said goodbye to Mrs Julie Dearden and Mr Steve Maier.

Teacher qualifications

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

Their commitment to learning is demonstrated in their willingness to undertake professional learning to maintain currency of pedagogical knowledge and practice as well as furthering their skills through ongoing tertiary study.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the P&C parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Our students have continued to amaze with their enthusiasm, pride and commitment. They consistently involve themselves in a myriad of activities across the academic, cultural, extracurricula and sporting fields and their eagerness to represent our school and to always be exemplary role models is truly commendable.
For Parkes High School the students and the provision of an education that challenges, inspires and engages them, continued to be our focus throughout 2010, while the diversity of our curriculum continued to be our strength.

As a school we consistently aimed to develop the learning opportunities of our students, build on the partnerships with our community, promote a strong learning ethos and culture of achievement and to be truly a school that epitomises *Inspiration*, *Innovation* and *Inclusion*.

**Achievements**

**Arts**

Throughout 2010 there have been many displays and performances highlighting the achievements and dedication of our Creative and Performing Arts (CAPA) students and staff. Some highlights were:

- **MAD Night** – Music and Drama students from Year 7 to 12 performed items which were derived from classroom based activities. Items were presented including solo musical performance, drama monologues and group items.
- **PHS choir** performed the National Anthem at many school functions.
- An excursion to watch the filming of the X-Factor auditions. One of our students, Kadin Hill, made it to the Live Audition stage of this competition and in doing so was one of the top 120 to make it through to this level. The live auditions were the third round.
- **Carpe’ de Circus** performed at the Parkes Show, Picnic Races, Relay For Life, Schools on Tour and Education Week. They were also nominated for an Australia Day Award for their group contributions to the community.
- **Four Parkes High School students** (Ashlee McGrath, Nick Kelly, Kadin Hill, and Ebony Barton) were selected to be part of the Drama West Ensemble. The students were the site specific performers at the opening of Operation Art at Sydney Olympic Park. They will also be performing at School Spectacular as site specific performers in the foyer over three days of Spectacular concerts.
- **Two students**, Kadin Hill and Ashlee McGrath successfully auditioned to be the first PHS students to make it to State Drama Camp.
- **15 students from PHS nominated** to go to Western Region Drama Camp. They were tutored in Mask, Improvisation, Noh Theatre (Japanese style), Movement and Group performances. Six of these students were involved in two of the group performances that were nominated and performed at the Regional Drama Festival at the Bathurst Memorial Entertainment Centre.
- **Students from Parkes High School** joined with other members of the community to provide entertainment at the Relay for Life held at Northparkes Oval in November.
- **Brianna Penrose**, Kara-Lee Morley, Rebekah Auld, Monique Dixon, Niamh Dixon, Annabel Lydon, Neralie Stuart and Taylor Green all performed at the Forbes Eisteddfod and won various prizes. Neralie actually won the Overall Piano Championship.
- This year’s musical production was “The Jungle Book”. For the first time students in Year 6 from our feeder primary schools joined with PHS students to put on this performance. It was truly a highlight of the year. The cast was asked to perform some of its songs at the opening of the new upstairs Conference Centre at the Returned Services Club.
- **Kadin Hill**, Brianna Penrose, Abigail Scott, Kymara Runchel-Fitzsummons and Kobi Runchel Fitzsummons all participated in the PCYC Talent Quest.
- **Year 10 and 11 drama students** were part of a state wide tutoring program run by Sydney Theatre Company in conjunction with the performance “Burnt”. The focus was to workshop the students in Verbatim theatre.
- **Year 10 & 11 drama students** were involved in workshops at Cowra run by Company B to introduce them to improvisation and monologue and the style of Stanislavski.
- **Students from most of our school’s years** exhibited works in the Parkes Show with several winning first and other places.
Sport

- The fifth annual swimming carnival was held in February, with great representation from all houses and year groups.
- The school cross country was brought forward and held in first term. Peter Amor once again broke the record for the event, as he has done in the 5 years prior.
- The athletics carnival was staged on a much warmer day this year, with an amazing 4 records broken by Peter Amor, Keeghan Tucker, Maddeline Luck and the Bass open relay side.
- 40 students represented the Western Region across 11 different sports.
- 5 students, Peter Amor (Athletics), Jack Elliott (Hockey), Keeghan Tucker (Cricket), Kristen Nightingale (Squash) and Shaun Ellery (Bowls) represented NSWCHS in their sports. Peter finished first in the individual 400m final in the state, Shaun was named 2nd in the best and fairest at the national tournament (NSW finished in the top 2), Kristen’s side also performed very strongly at the national tournament, finishing first while Keeghan was again the star bowler in the state tournament.
- Jack Elliott received the highest representative honours in 2010. Jack was chosen from the NSW All-Schools to represent Australia for the second straight year. After touring China this year, Jack will head off to South Africa to wear the green and gold again.
- Parkes High made 11 Western region finals in team sports, and were crowned champions in the Open Girls Cricket (for the first time ever), 9-10 Boys Touch side, Open Boys Hockey (fourth consecutive time), Open Boys Touch (first time in 7 years), Open Boys Soccer (second consecutive time) and the Lawn Bowls Side, who have been a top 2 finisher for many years. The 9-10 Girls Touch, Open Girls Squash, both Water Polo sides and the U15’s Girls Rugby were runners up.

Weekly Wednesday afternoon sport continued to expand, with numerous new sports offered throughout the year.

Vocational Education Program

Programs based upon Vocational Education Frameworks were prominent in the choices of students moving from Year 10 into Year 11 at the start of the School Year in 2010.

Hospitality, Construction and Metals and Engineering courses each commenced with classes in excess of 20 students. Primary Industries did not have a Year 11 cohort in 2010 because of the decision to offer the alternative HSC course in Agriculture when a permanent teacher was not available to deliver the VET course.

The appointment of a full time Primary Industries trained teacher at the beginning of 2010 will allow a Vocational Education class to be formed for school year 2011.

Results above state average were attained by students completing Hospitality and Construction courses. Numbers of students completing VET courses were down on the previous year but a larger number of students left during Year 12 to take up employment in the same industry as their chosen framework.

Opportunities for students studying the Hospitality and Metals and Engineering frameworks will be substantially enhanced in 2011 with the school’s Trade Training Centre upgrade scheduled for completion in time for the start of the 2011 school year.

All VET teaching programs are being reassessed to allow modifications to be made, which will allow some topics to be studied at Certificate III level for senior students. In a complimentary program Year 10 students will be offered extended opportunities to commence VET based courses before they enter the HSC programs of study.

Other

- Year 11 students presented a showcase of student work in the History Express and Health Expo displays.
- Parkes High School was awarded a Director General Of Education Award.
- Two year 11 students Ashlee McGrath and Kadin Hill were successful in gaining
acceptance to the State Drama camp the first time for students at Parkes High School.

- Our first ever teams to enter the Whirlpool competition performed exceptionally well with one team coming in second.
- Students had the opportunity to participate in a wide range of extra-curricula activities including: the SES cadet and RFS cadet programs, Try-A-Trade, Taste of TAFE, Jobs Expo, Mock Crash, Pi Day, the Rotary Youth Driver Awareness Program, the Cattle team at various shows within the district which resulted in Katrina Curtis and Deanne Freeman representing at the NSW Junior Judging competition, Reading Day, Ski excursion, student leadership days, public speaking with Legacy and the CWA and excursions to Sydney, Canberra, Wollongong, Jamboroo and various other local destinations.

**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**

- Year 7 (Aboriginal) are 21 scale scores above the state average in the test aspect of Grammar and Punctuation;
- Year 7 (Aboriginal) are 13 scale scores above the state average growth in the test aspect of writing;
- 15% of students were at or below national minimum standard;
- Students showed a greater level in proficiency in writing and grammar and punctuation;
- A greater number of students achieved in the top three bands in literacy than in previous years;
- Trend data shows higher improvement rate in literacy in the school compared with the region and state;
- Growth in student literacy is equitable to other schools in our school education group.
Numeracy – NAPLAN Year 7

- Year 7 (Aboriginal) have improved by 24 scale scores from the 2009 data in the test aspect of Numeracy;
- School growth in numeracy was above state figures;
- Percentage of students in the top three bands exceeds those in previous years;
- 89% of students performed at or above the national minimum standard.

Literacy – NAPLAN Year 9

- Year 9 (Aboriginal) have shown a decrease of 79 scale scores from the 2009 data in the test aspect of writing;
- Year 9 (boys) are 92 scale scores below the state average in the test aspect of writing;
- Year 9 (Aboriginal) are 100 scale scores below the state average growth in the test aspect of writing;
- 54% of students performed at or below national minimum standard;
- Over representation of students in band 5 in reading;
- Exceedingly negative trend in all areas of literacy, unlike previous years;
- Literacy performance was below those of other schools in the school education group;
- Percentage of students in upper two bands improved on previous years in grammar and punctuation.
Percentage of students in bands:
Year 9 reading

Percentage of students in bands:
Year 9 spelling

Percentage of students in bands:
Year 9 writing

Percentage of students in bands:
Year 9 grammar and punctuation
The number of students achieving in the top three bands decrease in comparison to previous years;

Trend data indicates a greater rate of decline in the boys than the girls;

Although some growth in achievement did occur, overall the growth was less than schools in the school education group;

80% of students scored equal to or above the national minimum standard.

Progress in literacy

Overall there appears to be elements of positive growth in literacy however in both Years 7 and 9 there exists a need for greater emphasis on writing. In 2011 the writing task will be focusing on persuasive text and thus the school will look at strategies to ensure practice of this text type across all KLA’s.

Progress in numeracy

Gains achieved with the 2009 Year 9 cohort in terms of numeracy were not evident in the 2010 group especially in the areas of data, measurement, space and geometry. Although the same areas were of concern in Year 7 the picture was different with an increase in the percentage of Year 7 students in the upper three bands increasing on previous years. This situation raises the question as to what is causing the disengagement between Years 7 and 9?

School Certificate

Gains achieved with the 2009 Year 9 cohort in terms of numeracy were not evident in the 2010 group especially in the areas of data, measurement, space and geometry. Although the same areas were of concern in Year 7 the picture was different with an increase in the percentage of Year 7 students in the upper three bands increasing on previous years. This situation raises the question as to what is causing the disengagement between Years 7 and 9?
In the 2010 School Certificate student performance was comparable with previous years and showed that:

- Year 10 (Aboriginal) students have improved their average score difference by 8 points from the 2009 data in the test aspect of English - Literacy.
Year 10 (girls) have shown a decrease of their average score difference by 2 points from the 2009 data in the test aspect of mathematics;

65% of students achieved in the top three bands of English – Literacy;

The school has experienced a small decline in overall performance in mathematics over the past three years;

Performance in the middle two band is extremely strong (75%) in science;

The percentage of students below the national minimum standard averaged at 1.7% across all external examinations;

More students achieved in the top two bands in Science than all other subjects;

Many students were only 1 to 2 marks from moving their results from a band 5 to band 6 or band 4 to band 5.

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

All external examinations showed negative relative growth in performance at a rate greater than in previous years. This trend requires further analysis and action by faculties to identify potential areas and strategies for improvement.

Year 12 (matched) have improved their average score difference by 10 points from the 2009 data in the test aspect of creative arts.
Year 12 (non-Aboriginal) have shown a decrease of their average score difference by 8 points from the 2009 data in the test aspect of personal development health & physical education;

Trend data indicates positive growth in 6 subjects – biology, standard English, general mathematics, ancient history, PDHPE and advanced English;

Performance in extension 1 music far exceeded state means;

Performance in Extension 1 mathematics shows a consistent negative trend over the past three years;

Although performance in PDHPE was less than in previous years the school still performed above DET levels;

Lower end of student cohort showed greater value-added growth than in previous years whilst students in the middle band performed equitably with previous years across all HSC courses;

In comparison with state the best performance in the school was in the areas of creative and performing arts and PDHPE;

Comparison of performance within the school highlights the greatest achievement in the science and HSIE faculties;

Higher School Certificate relative performance comparison to School Certificate (value-adding)

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
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<tbody>
<tr>
<td>School, 2010</td>
<td>-2.4</td>
<td>-2.4</td>
<td>-10.2</td>
</tr>
<tr>
<td>School Average</td>
<td>-2.7</td>
<td>-1.7</td>
<td>-5.9</td>
</tr>
<tr>
<td>2006 - 2010</td>
<td>-2.4</td>
<td>-2.8</td>
<td>-2.7</td>
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<tr>
<td>SSG average 2010</td>
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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.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above the minimum standard in 2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Minimum Standard Information</strong></td>
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<tr>
<td><strong>Percentage of Year 7 students achieving at or above minimum standard</strong></td>
</tr>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
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</tr>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

Significant programs and initiatives

xSel – Virtual Selective High School

In 2010 two Year 7 students commenced the year enrolled in the Western Region Virtual Selective School. Due to the lack of peer interaction the students chose to withdraw from the program and continue in the Year 7 school based extension class. In 2011 five students will be enrolled in xSel for English, mathematics and science whilst all other students will have the opportunity to be members of two extension classes.

Positive Behaviour for Learning

Throughout 2010 Parkes High School continued to extend the use of PBL and the emphasis on the three areas of being safe, responsible and respectful. The primary focus was around PBL in the classroom and, after surveying staff a set of core practices was developed and has since been displayed in all classrooms. These practices were:
Be Safe...
- Follow the teacher’s instructions
- Sit safely at all times
- Use equipment the correct way

Be Respectful...
- Hats off in class
- Listen when the teacher and other students in class are speaking
- Use appropriate language and actions

Be Responsible...
- Always come prepared for class
- Complete the work set for you
- Take responsibility for your own behaviour

To promote PBL the team, which meet once per cycle, also ran a competition for a PBL mascot which will be introduced in 2011.

Aboriginal education
Aboriginal education continues to be a priority for the school and is embedded in all faculty programs.
All Year 7 students complete, as part of their mandatory language studies, a unit on Wiradjuri language and participate in traditional Indigenous games as part of Wednesday sport.
The school acknowledged NAIDOC week with a whole school assembly, the presentation of awards and a performance by traditional Aboriginal dancers.
The junior AECG continued to flourish and were supported by members of the Aboriginal community and the AECG.
To celebrate Aboriginal culture the school purchased two major artwork pieces from a local Aboriginal artist to display near the AEO office.
To help “bridge the gap” the school employed three Aboriginal workers to support students and to help them focus on the benefits of educational achievement.

Multicultural education
The cultural diversity of Parkes High School staff and students continues to expand with the school now hosting enrolments from New Zealand, China, the Philippines, Germany, Fiji, Tonga and South Africa. To assist tolerance and understanding of multiculturalism the school has in 2010:
- Provided students with access to an Anti Racism Contact Officer (ARCO) to support victims of racism and counsel perpetrators.
- Maintained the mandatory stage 4 language program including study in French, German and Wiradjuri;
- Provision of ESL support for NESB students
- Opening of a new Language Centre and fully connected classroom for use by the school and community language programs;

Connected learning
2010 saw the opening of our two fully connected classrooms – the Language Centre and the Conference room. At this stage the facilities have been utilised for teaching and learning, staff professional learning, accessing expert information for HSC students and VC meetings. In 2011 the use of these facilities will be extended to include off site lesson delivery through TAFE and CSU and, in negotiations with Forbes High School, the formation of a virtual learning community to expand Stage 6 curriculum for both schools.

Respect and responsibility
- The Charities and Appeals committee continues to operate in the school with student volunteer participants raising money for various charities such as Jeans for Genes, Orange day and Shave for a Cure;
- SES and RFS cadet program has continued to run and is gaining greater support from students;
- SCR members took an active role across the school adopting various projects to improve the school community and support our students;
- Students participated in various forums such as “Iron and Clay”, motivational media; wheelchair basketball visit, “Burnt”, Brainstorms Production, “People of the Soil” and “Verbal Combat”.
- Police Youth Liaison Officer and detectives spoke to boys on responsible behavior;
Over 30 students represented the school in the annual ANZAC Day march;

Student volunteers participated in Red Shield Appeal and the Salvation Army doorknock;

Our school captains travelled to Sydney to meet the Governor of NSW;

All students and staff participated in an assembly to celebrate NAIDOC week;

The school acknowledged we are in Wiradjuri country by updating the sign at the front of the school;

Staff volunteered to supervise at Primary school during the funeral of their General Assistant;

The school hosted EXO Day as well as saw the formation of 000 - a lunch time non-denominational Christian youth group;

Ashlee McGrath and the Principal attended the opening of the Regional Aboriginal Cultural Centre in Dubbo;

Students assisted residents from Niola navigate around the annual Show;

Respect and responsibility remain the core focus of PBL across the entire school.

Other programs

Students with Disabilities

Programs are meeting the learning needs of students.

Staff continued to work on assessing, reporting and critical evaluation in 2010. All staff made monitoring of their evaluative methods a focus. The BD program has updated the ABCD check sheets to be more inclusive of positive and negative issues for each child. IO/IS staff have adopted this method also and found it to be very effective. The IM staff are using the ABCD sheets and anecdotal records and the STLA is using assignments, bookwork and students involved in withdrawal programs to keep a record of the work they complete each session.

Technology continues to be a focus for staff in 2010 and will continue to be in 2011. Staff continue to participate in Professional Learning courses throughout the year and access experienced staff both within the school and from neighbouring schools. Smartboards have now been purchased for all Special Education class areas. Staff are constantly searching for appropriate programs for students to use and we are learning how to utilise student laptops in classwork. The Faculty has purchased laptops, data projectors and interwrite pads in order to provide students with technology in the classroom.

Some improvements have been gained for Years 7 and 8 students through the Peer Tutoring Program. STLA staff also work with students in Year 7 in a modified language class across the timetable. Students in other year groups with identified needs are withdrawn from classes to work with staff that assist with bookwork organisation, homework and assignments for one or two periods a cycle.

In 2010 the mild intellectual special education class moved from a mainstream classroom to a classroom in S block. The program and its operation is continually being modified to meet the needs of the participating students. Students in this class continue to attend the S3 classroom for English, maths & HSEI. Students attend mainstream classes for science, PDHPE, visual arts/music and design & technology.

The area of special provisions for students has been addressed in the school. Students in all year groups with identified needs in Years 10, 11 and 12 are catered for when sitting formal assessment tasks and exams. Community volunteers and student peers are used to assist identified students as readers and writers. Special provisions support for exams and English assessment tasks to Years 7 and 8 has continued this year but it has been very difficult to cater to the growing number of students needing assistance.

Submissions have been made which provide funding to enable high support needs students to access their community on a regular basis with their class group, however this funding is minimal and does not realistically provide the support needed.

Submissions also assist identified students in Years 9 to 12 with special needs to access work experience situations on a regular weekly basis to prepare for the workforce. Students also receive
support via submissions to participate in vocational education courses and the mandatory work placement sessions.

Programs are meeting the social needs of students.
There is a strong focus at all times on the social development of students. This aspect is addressed at every available opportunity. Specific focus is made in the PDHPE Life Skills program and parents are kept informed of the focus areas being covered at school to ensure continuity at home.

Programs are ensuring access to the full school curriculum and school facilities.
School Learning Support Officers are provided to enable students to integrate into mainstream classes where appropriate and to enable students to achieve to their potential.

Programs are developing an inclusive school culture.
Special needs students have been involved in community and school activities and have been recognised for their achievements. Examples include - the display of art in school art displays. Special Education students participate regularly in the local Parkes Show by providing cooking entries, art entries and students assisted in the running of the animal nursery at the Parkes Show. Students perform each year at Forbes and Cowra Eisteddfods and we perform our items for the clients of the local nursing homes.

Students are involved in the Red Cross Telecross program. This is a community service program aimed at supporting senior citizens in their own homes. Students are rostered on daily for a month at a time to make a call to a designated senior citizen to check that they are alright first thing in the morning.

Students have operated a biscuit business in Terms 1 and 2 and a cafe in Term 3 which was open to staff each Thursday for take-away orders of soup/quiche and a dessert. Students were involved in all aspects of the operation - ordering, circulating menus, collation of numbers for catering, shopping, cooking, presentation of room, serving, money handling. Many curriculum learning skills are developed.

Progress on 2010 targets

Target 1: 90% of students achieving or exceeding state average growth in writing and spelling skills.

Our achievements include:

- Explicit teaching of narrative;
- Maintenance of Peer Tutoring program
- Aboriginal students improved by 24 scale scores in numeracy, 21 scale scores above the state average in the test aspect of grammar and punctuation and 13 scale scores above the state average in numeracy

Unfortunately the school failed to reach this target in Year 9 with gain data showing negative growth in spelling and to a greater extent in writing. This target has since been added to the 2011 plan; as well the school has implemented strategies across the school to focus on writing and spelling. For Year 7 the results reflected performance above the school average.

Target 2: All Aboriginal students achieving at or above minimum standard in NAPLAN literacy and numeracy.

Our achievements include:

- Continuation of employment of tutor under Norta Norta program;
- Utilisation of Aboriginal workers to support Aboriginal students at risk of disengagement in class;
- As indicated by SMART data school growth exceeded state;

Target 3: A majority of students achieving exit outcomes in School Certificate and Higher School Certificate.

Our achievements include:

- Development of Stage 6 team to investigate alternative curriculum structures;
- Expansion of GATS program particularly with Stage 4;
- Enhanced partnerships with TAFE to include further courses of study;
Participation in the Parkes Industry Partnership Program as a means of addressing the increase in leaving age;
Ongoing professional learning for staff focusing on using technology in the classroom.

**Target 4:** Less than 10% of Year 7 and 9 students below national benchmarks in numeracy.

Our achievements include:
- Benchmarking of all stage 4 and 5 students to ascertain numeracy levels and provide individual learning support;
- Access of Dennison moodle to practise skills;
- All students provided access to on-line mathematics resources to encourage self directed learning.

**Target 5:** 90% of students achieving or exceeding state average growth in interpretation and utilisation of data.

Our achievements include:
- SMART data shows this was achieved for Year 7 (94%) but not Year 9 (79%);
- Focus area for mathematics faculty in teaching and learning strategies.

**Target 6:** An increase in teacher capacity to identify and address students’ learning needs.

Our achievements include:
- Provision of professional learning for staff on analysis of trend data at staff development day with the focus of utilising it to initiate improvement;
- Through stage 6 team investigated alternative options for ATAR and non-ATAR courses and patterns of study;
- Benchmarking undertaken in English and mathematics faculties;
- Peer reading maintained and overseen by STLA;
- Utilisation of Learning Support Team to actively address individual student needs;
- Staff professional learning focusing on Autism and special needs students;
- Examination of alternative curriculum structures and patterns of study to support student learning needs.

**Target 7:** High expectations of teaching and learning evident in all classrooms.

Our achievements include:
- Extension of PBL to classroom environment;
- Embedding of professional learning focusing on technology to meet requirements for DER;
- Ongoing access of Dennison moodle;
- Increased access to video conferencing for extension of students, diversification of resources and staff professional learning;
- Physical changes to classroom environment.

**Target 8:** Positive relationships between all students.

Our achievements include:
- Publishing of brochures addressing key issues for students and parents such as racism, bullying, cyberbullying and PBL;
- Organised visits to school by Police Youth Liaison Officer;
- Establishment of 000 and hosting of EXO Day;
- Decrease in reports of bullying from students.

**Target 9:** Culture of learning that respects and responds to every student’s aspirations and learning potential.

Our achievements include:
- Expansion of PBL into all classrooms;
- Continuation of Year 7 extension class and GATS programs;
- Evaluation of current stage 6 curriculum and pathways;
- Examination of alternative transition program from stage 5 to stage 6;
- Introduction of PIPP and stage 6 Head Teacher position;
- Provision of teacher to support xSel students;
- Year 11 student Kadin Hill completed his HSC in music;
- Two students participated in the state drama camp.
**Target 10: Raising the school profile through strong community partnerships and effective communication.**

Our achievements include:

- Continued allocation of time to Publicity Officer;
- Continuation of principal’s weekly email to students;
- Development of promotion brochure;
- Use of shop front in Education Week and stand at Annual Show;
- Parent information evening on Year 6-7 transition held in partner primary schools;
- Development of further links with TAFE and industry including PIPP and Industry Forum dinner;
- Student and staff participation in community activities such as Reading Day, ANZAC march, youth forum, CSU forum, charity fundraisers, etc.
- Completion of Language Centre and commencement of Trade Training Centre;

**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 of the stage 6 curriculum and OH&S practices and processes

**Educational and management practice**

It is a legislative requirement that the OH&S of all persons employed within the school and those students attending the school as well as visitors is monitored and managed.

**Background**

The promotion and maintenance of occupational health and safety is primarily the responsibility of management. Management at all levels (ie. all executive teaching and administrative staff) is required to make contributions to the health and safety of all persons in the workplace. The school has developed a strong focus on OH&S. Meetings are held twice per term and in addition staff can report OH&S issues through staff and executive meetings, entry into an OH&S diary and directly to the principal. In 2010, to address changed DET requirements the school undertook a major evaluation of OH&S policies, practices and processes to ensure all staff were aware of OH&S legislation and that all school documentation was in line with OH&S audit requirements.

**Findings and conclusions**

With the aid of an external team the school provided professional learning for staff on OH&S legislation, the processes for addressing OH&S issues and documentation requirements. In addition the team surveyed the staff on specific issues of OH&S, inspected the school site and documented key issues, revised key documents, developed an OH&S calendar and developed an electronic OH&S profile for the school which included all relevant proformas and links to documentation.

As a result of the evaluation it was determined that our school was well prepared for an OH&S audit with most documentation meeting DET requirements, appropriate record keeping processes and good opportunity for staff to report incidents. In addition, from the evaluation, several key changes were identified. These areas included the display of the schools OH&S Policy in the front foyer, development of an emergency flipchart for easy reference, distribution of a more accurate evacuation map including location of fire extinguishers, more formalised meeting structure, development of an OH&S calendar, identification of various mandatory training programs for staff to undertake including manual handling and the production of a visitors OH&S requirements flyer.

These areas were addressed and so too those issues identified as needing attention around the school site.

**Future directions**

With the continuing focus on OH&S the maintenance of the current practices is a priority. Documentation, including that involving student behaviour, will be retained both in electronic and hard copy, and processes will be regularly reviewed in line with the new OH&S calendar. This calendar will also assist in monitoring mandatory training requirements.

As the school site is quite large and is the worksite for both staff and students members of the SRC will be invited to be part of the OH&S
team so as to better identify issues noted from a student perspective.

The final focus for the immediate future will be on the ongoing professional learning for staff in OH&S requirements, particularly in the area of incident management and injury reporting for both themselves and students.

**Curriculum**

Due to the impact of the “Increase in Leaving Age” initiative on our school in terms of clientele, resourcing, internal structures and curriculum this year, and potentially in the future, Parkes High School needed to be responsive to the emerging needs of this transformation.

The change to our curriculum structure would have to allow for the maximisation of student choice; achievement of observable outcomes in terms of student self-esteem, attitude to learning, behaviour, attendance and achievement; and, attainment of qualifications through provision and recognition of alternative pathways to an HSC and employment. In addition, the implementation of any change should also ensure that there is minimal impact on current resources, workload for staff involved, the academic credibility of education at our school and the ongoing availability of programs in stages 4 and 5. The success of any change would depend on the input of all staff.

To assist with researching the current and future Stage 6 needs of our school and community the staff were firstly surveyed and from these results the school volunteered to be part of a new pilot program involving alternative HSC pathways as well as undertaking major modifications to the transition program between Years 10 and 11 including restructuring of subject selection procedures and timetable structure.

**Background**

The Parkes Industry Partnership Program, is a program developed in collaboration with our local TAFE and allows for students in Year 11 to undertake an alternative pathway toward their preliminary year. The value of this program for the students involved is immense but, due to the partnership arrangement with TAFE, student participation was limited to a maximum of ten students. To address this Parkes High School initiated a further program that utilised time created from an unfilled vacancy to create an executive position entitled Head Teacher: Stage 6 Curriculum. This position, along with the formation of a small Stage 6 team, allowed for our school to research, compile and present possible alternative models for engaging our Stage 6 students as well as explore non-ATAR/non-HSC pathways and further options for credentialing students. This process and the personnel involved did, through a consultative process with all stakeholders, drive the future directions of Stage 6 curriculum at Parkes High School.

**Parkes Industry Partnership Program**

Student’s were actively engaged in both TAFE and school components of the program. As part of the school component students studied workplace literacy, travel, the value of democracy, and an RTA unit “Safety on the Road”. The program for term 3 was developed however it is anticipated that term 3 would involve the mandatory work placement as well as completion of various certificates (forklift, etc) and industry visits.

Student numbers declined due to several students being successful in gaining employment and one moving schools.

**Findings and conclusions**

Overall both sections of the project have met expected requirements and resulted in:

- The students have expressed positive reaction to the TAFE component and the exposure to different teaching modes;
- Students are engaged in the learning process. Concerns about returning to the Standard English course have been eased with the students now able to slot into the English CEC course;
- Work placement will be both a positive and a negative. Positive in the sense that the students will have greater opportunity to demonstrate their skills to prospective employers. Negative in that two work placement times are required;
- Students engaged in the course had some initial problems adapting to the flexible attendance and the need to commit to both TAFE and school components;
Students are out of school all day Tuesday and are reluctant to catch up missed work. For students enrolled in VET courses delivered by TAFE this is exacerbated with two days out of school;

More students saw this as a positive opportunity to undertake an alternative HSC pathway but were unable to participate due to restriction on numbers; and

Challenges have been the organisation of work placement, especially for the students with poor academic skills, timetable restrictions and the embedding of alternative modules (OH&S, forklift, TAFE short courses such as barista, etc) into the already differentiated curriculum.

Future Directions:
The current directions will continue in the immediate future. The PIPP appears to be one successful model that can be further developed so as it can run both in partnership with TAFE but also as a school delivered course. After discussions at the industry forum dinner it is hoped that further programs of this type can be developed. Staffing of this program and knowledge of industry and work placement personnel must be a priority in future.

In addition the Stage 6 team will continue to look at the current curriculum to investigate further alternative structures including the development of a learning community model with Forbes High School where video conferencing facilities will be utilised to support learning and expand subject choice for both schools. This model will also serve as a pathway for the establishment of a Stage 5 team which will examine current curriculum, practices and processes in Years 9 and 10 as well as research alternative models for stage 5 curriculum structure.

Other evaluations
Student Welfare and Discipline – PBL
With the ongoing implementation of PBL within the school the PBL team determined the need to re-address staff support, understanding and use of the PBL philosophy.

As a result of the surveys completed by staff it was determined that the commitment to PBL was still a priority for staff although there was some indication of disinterest as its implementation had appeared to have stalled. A high proportion of staff also indicated that the team needed to instigate procedures to move PBL into the classroom.

Staff were again surveyed in faculty groups as to what they saw were the specific classroom requirements in terms of student behavior under the areas of being safe, responsible and respectful.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

1. Curriculum and Resources
- Future directions for school sound extremely beneficial for our students;
- Despite emphasising the focus of our stage 6 curriculum and this being reinforced by the BOS Liaison Officer there was concern that the focus on VET subjects and TAFE partnerships detracts from the provision of academic pattern of study;
- Concept of using video conferencing as a teaching tool to expand curriculum is great for students;
- xSel program is a fantastic idea and it would be great to see more students have the opportunity to participate;
- both parents and students acknowledge the benefits of the DER laptops but express concern that not all teachers use them in their teaching;
- homework continues to be a significant issue with concerns from staff that students don’t always complete it and from parents that it is inconsistent across faculties;
- maintenance of curriculum diversity is paramount for students now with the increase in leaving age;
- faculty budgetary restrictions, increasing costs and minimal fee payments impact on resourcing but staff do an exceptional job with what they have.
2. Student Welfare and Discipline

- PBL is a great initiative and students know the three focus areas;
- Further need to recognise the good kids and bring PBL and commendation system into line with each other;
- Cyberbullying is becoming a major issue and what is playing out in the school is often the result of issues within the wider community;
- Community perception of the school is wrong and often based on misconception and understanding;
- Jamboroo excursion a brilliant idea but need to try and involve more students;
- Students, when interviewed, believed that the issue of bullying had decreased and if it did happen it was being dealt with quickly;
- Perception that because we are the site of a regional behavior tutorial program the “bad kids” get everything;
- Feedback from parents and students indicate that a lack of consistency in addressing discipline and behavioural issues is a major concern. This is exacerbated when parents feel they have the right to discuss and ask questions about significant issues which occur in the school despite their child not being involved;
- The Welfare and Discipline policy has been identified by the school as an area needing to be revised and this will be the subject of a review in 2011.

3. Student Outcomes

- New format for Year 10 subject selection is very good and allows students a better opportunity to look at only the subjects they are interested in taking to the HSC;
- Community concern that the results are not there and that student performance in external examinations is going backwards. This is a major concern for the school and an area we are endeavouring to address;
- A major achievement for the school in being the top sporting school in western region for 2010;

4. Staff

- Staff are committed to supporting students, provide outstanding curriculum and extra curricula opportunities;
- Concern that some staff do not have high expectations and are simply babysitting students without extending them;
- Students believe teachers are approachable, know their subject well and generally have their best interest at heart;
- Front office staff welcoming and helpful;
- Concern that the Aboriginal students are not getting the support of a trained AEO due to extended leave;
- Parental concern raised about the “loss” of two deputy principals despite both seeking promotion and the positions being filled;
- Staff feel they are supported and that issues when they arise are dealt with appropriately.

5. School Culture

- Positive role models – students are involved in SES and RFS cadets, Red Cross and Red Shield Appeal, Charities and Appeals and now also the formation of a Christian Youth group;
- Academic achievement not always seen as a priority of being at school by some students;
- Multiple positive acknowledgements of student behavior from external groups who have had contact with them through excursions;
- Inclusion of welcome to country continues to be seen as an important at commencement of all of our formal assemblies as well as acknowledgement of school sign at front of school;
- Principal Assembly and Celebration Assembly – great ways of recognising student academic, cultural, sporting and social achievement;
- Raising school pride through the introduction of a new uniform has been the target of a small group of active parents;
- Parental and community perception is divided about the school – some are highly supportive but others are critical and often base comments on hearsay.
6. School environment

- Language Centre is an outstanding resource and provides opportunities for students not previously experienced;
- Transition of arboretum from an unsightly area to a very practicable and usable area is a real plus for the school and sets a good tone;
- Construction of Trade Training Centre has begun but concerns that the delay will impact on student learning;
- Issue of rubbish continues to present a negative picture of the school despite attempts to re-educate students;
- Establishment of Connected Classroom and wireless cabling across the school has brought the site into the 21st century;
- Geddes oval is a great resource but needs to be maintained more regularly particularly control of the burrs and the clearing of the banks (tree lopping is appreciated);
- Staff and students commented that the school looks tired; when is the rest of it going to be painted?

Professional learning

Teacher professional learning in 2010 focused on mandatory elements, areas of subject specialisation and whole school concern. Teaching staff participated in mandatory training in Child Protection, the Code of Conduct and Anaphylaxis protocols. The emphasis for individual and faculty professional learning was on technology, advance information of and preparation for the national curriculum, literacy and numeracy and student welfare. Teachers participated in person, online and in video conference courses on interactive whiteboards, moodle, hearing and vision impaired students, simulated HSC marking, VET accreditation and non-crisis intervention techniques.

School development 2009 – 2011

2011 is the final year of the three year school management plan cycle and as such reflects the same targets as in the previous two years. The outcomes for the school in 2011 clearly link to these earlier outcomes.

Targets for 2011

Target 1: Less than 10% of Year 7 and 30% Year 9 students below national benchmark

Strategies to achieve this target include:

- Maintenance of peer tutoring program;
- Enhancement of cross KLA literacy/numeracy program in RATS for Years 7 to 10;
- Extended access to Dennison moodle to practise skills; review of whole school assessment policy and N-Award processes;
- Revisit of text types with all staff;
- Explicit teaching of writing scaffolds to staff and students.

Our success will be measured by:

- Increased percentage of Year 7 and 9 students above national benchmark in literacy;
- Increased value added data across all student analysis areas Years 7-12;
- Teachers empowered to address literacy skills of all students and accessing regular P/L on supporting growth in student performance.

Target 2: 50%+ increase in students achieving state average growth in writing and spelling

Strategies to achieve this include:

- Literacy focus across KLA assessment to support RATS program;
- Review and establish framework for teachers and students that values assessment – standard proforma, outcomes related, established and agreed structure reflecting external assessment models, clear timelines and expectation of quality service and delivery, N Awards processes;
- Professional learning linked to recognising teaching opportunities and using common terminology; format of assessment based on text types or skills; engaging collaborative practice and development of interfaculty teaching and learning programs.
Our success will be measured by:

- evidence of structured, specific literacy experiences;
- increase in student confidence and performance in internal and external assessment;
- improved interfaculty exchange with pedagogy and QT focus.

**Target 3: 100% of Aboriginal students achieving at or above minimum standard in NAPLAN literacy**

Strategies to achieve this target include:

- Continuation of employment of tutors under Norta Norta program;
- Student interviews with AEO and Careers Advisor to plot career path versus study pathway;
- Improved attendance monitoring and follow up; utilisation of HSLO and ACLO;
- Embed culturally significant links into literacy programs;
- Expansion of involvement of Aboriginal community in developing supportive programs.

Our success will be measured by:

- Aboriginal students performing at or above state level in external assessment;
- reduced absenteeism and improved retention with Aboriginal students gaining formal academic qualifications and employment.

**Target 4: Cross KLA literacy/numeracy program embedded into RATS over 5 days with teacher direction; 95% of students achieving exit outcomes in all KLA’s at SC and HSC level**

Strategies to achieve this target include:

- Establishment of PHS Assessment Team to coordinate evaluation of assessment procedures including N Award policy understandings reaffirmed and policy implemented consistently;
- Utilisation of school, district and regional personnel to facilitate KLA and BOS specific skills development;
- Ongoing development of Stage 6 team role to look at strategies to promote and extend academic pathways for students at the top end;
- Celebration of success through introduction of academic blues for students achieving Band 6 in HSC at formal assembly for Stage 6 students with presentation from successful students;
- Access to community mentors to support students;
- Ongoing expansion of GATS program;
- Continued partnerships with TAFE and external providers to provide curriculum pattern to engage student interest;
- Development of cross KLA literacy and numeracy booklets as part of RATS program.

Our success will be measured by:

- improved performance of students in external assessment/exams;
- culture of achievement and increased level of engagement;
- transference of literacy skills between subjects.

**Target 5: Less than 10% of Year 7 and 15% Year 9 students below national benchmark in numeracy**

Strategies to achieve this target include:

- Embed numeracy practise into cross KLA RATS program;
- Extend benchmarking to all Stage 4 and 5 students to ascertain numeracy levels and provide individual learning support;
- Continue the “Focus on Numeracy” campaign across all KLA’s through skill building exercises for teachers and students in identified areas;
- Support staff in the full utilisation of the SMART software package so as to develop numeracy training and development;
- Ongoing utilisation of personnel and external models to engage teachers in professional learning for specific strategies targeting areas of identified numeracy needs.
Our success will be measured by:

- increased percentage of Year 7 and 9 students above national benchmark in numeracy;
- increase in growth data for students in numeracy particularly for lowest performing students.

**Target 6: 50%+ increase in students achieving state average growth in interpreting and utilising data**

Strategies to achieve this target include:

- Target literacy and the language of chance;
- Explicit teaching of data numeracy across all KLAs from Years 7-12;
- Engaging high-end students to improve overall growth;
- Continuation of district mathematics development days for students;
- Utilisation of ICT to establish partnerships with universities, BOS and other schools to see models of best practice and extend student awareness of “competition”;
- Establish partnership with partner primary schools to look at professional learning for staff on K-6 successful strategies;
- Communicate whole school approach to numeracy to students, parents and community;
- Maintain cross KLA focus with numeracy booklets in Year 7 to 10.

Our success will be measured by:

- evidence of structured, specific experiences involving interpretation and utilisation of data;
- increase in student confidence and performance in internal and external assessment;
- transference of numeracy skills across faculties.

**Target 7: At least 50% of Aboriginal students achieving or exceeding state average growth in numeracy; supportive numeracy programs to help “bridge the gap” reviewed and enhanced with AEO support**

Strategies to achieve this target include:

- Adopting a “benchmark + 10%” approach;
- Implement whole school numeracy program with pre-test and post test analysis, seek additional tutoring support and utilise AEO support;
- Utilise “experts” to provide P/L for staff on teaching basic numeracy and engaging students in process.

Our success will be measured by:

- all Aboriginal students performing at or above state level in external numeracy assessment;
- supportive numeracy programs introduced to “bridge the gap”.

**Target 8: Teaching and learning activities aligned to support quality teaching of numeracy skills within KLA’s**

Strategies to achieve this target include:

- Continue implementation of professional learning programs that will increase and develop numeracy expertise of teachers and build capacity within the school for mentoring of staff to enhance numeracy teaching;
- Supporting teachers in developing and applying optimum teaching practices and to share and reflect on successful/unsuitable approaches;
- Implement programs that develop students numeracy through building on what they currently know;
- Examination of Stage 5 options for alternative patterns of study and programs to support students at risk;
- Analysis of trend data, particularly for Year 9, 2010, to initiate improvement through quality teaching, curriculum differentiation and engagement to assist with preparation for 2011 SC and improve achievement of outcomes.

Our success will be measured by:

- improved teacher confidence in teaching and partaking in dialogue about numeracy;
all students meaningfully engaged in learning, differentiated to their needs;
Quality Teaching framework utilised to enhance teaching and learning opportunities in numeracy.

**Target 9: Establish benchmarks for measuring engagement; establishment of learning partnerships between students and community with focus on “learning how to learn”; establishment of assessment team to coordinate evaluation of assessment procedures including N-Award policy processes**

Strategies to achieve this target include:

- Utilisation of district office personnel to provide professional learning to staff on engagement benchmarking; “show and tell” session included in executive meetings;
- Establishment of assessment team to conduct review of current practices and policy and to address anomalies and lack of uniformity in N Award processes across faculties;
- Utilise data to inform best practice;
- Establish learning partnerships with community experts;
- Utilise video conferencing to link with, and establish, learning partners from outside local community;
- Align student and teacher learning programs to identified students preferred learning style.

Our success will be measured by:

- benchmarking of all students stages 4 and 5 and increased student engagement;
- less N-Awards being distributed and uniform process across school;
- improved ownership of learning with clear links between teaching, assessing and reporting;
- increased involvement of community mentors;
- accessing of expertise on “learning to learn” via VC access to support staff with engaging students.

**Target 10: Expansion of PBL across whole school; establish Welfare and Discipline team to review existing policy to incorporate PBL, address emerging issues, enhance tolerance, decrease incidents of bullying and racism, communicate with school community and ensure consistency in implementation**

Strategies to achieve this target include:

- NCI training for all staff provided so as to meet the needs of difficult and challenging behaviours in the classroom;
- Revision of existing welfare and discipline Policy;
- Extend use of PBL language into school policy and processes with further communication with parents re: PBL;
- PBL mascot determined by student vote, costume made and used throughout school activities to promote PBL;
- Continuation of Principal and Celebration assemblies each term;
- Continuation of new weekly Principal’s award with nominations from Year Advisors;
- Examine opportunities to access community incentives for positive behaviour;
- Continue to research and implement alternatives to suspension so as to prevent multiple repeat involvement/access of PCYC;
- Publishing of brochures addressing key issues for student and parents;
- Organised visits to school by Police Youth Liaison Officer;
- Introduction of peer mediation in incidents of bullying and harassment;
- Continued access to community programs and agencies;
- Continued participation in Bounce Back program through PCYC for Year 7 girls.

Our success will be measured by:

- staff empowered to deal with issues involving students with difficult and challenging behaviour;
- revitalised welfare and discipline policy based on PBL principles and owned by school community;
- PBL mascot used to support ongoing implementation of PBL across school processes and practices;
- 20% reduction in student behaviour related incidents and suspensions;
- 25% decrease in episodes of bullying.
Target 11: Ongoing partnership with TAFE including access to Stage 5 VET and alternative patterns of study in stage 6 through learning community partnership with Forbes High School, expansion of focus in stage six to improve top-end performance

Strategies to achieve this target include:

- Build teacher capacity to provide, reflect on and share with colleagues high quality learning for all students;
- Introduce teachers to MyPL@DET
- Implement high quality transition programs from years 6-7, 8-9 and 10-11, study program (T-POT), Year 10 seminars and extension programs to support students;
- Evaluation of current Stage 5 and 6 curriculum and pathways;
- Provide broad and flexible range of stimulating and differentiated curriculum that caters for individual needs including GATS, students at risk, special education students and Aboriginal students;
- Adopt strategies to focus on “top-end” students;
- Examination of Stage 6 curriculum and provision of teaching and learning opportunities for all students through use of technology, partnerships with learning community, embracing connected classrooms and accessing learning management systems.

Our success will be measured by:

- increase access of teachers to professional learning that focuses on delivering a rigorous curriculum to all students;
- improved student retention and academic success;
- increased percentage of students completing Year 12 attaining Band 6 in traditionally considered “academic” subjects.

Target 12: Development of school/community model to address bullying, welfare issues and impact of community issues on school.

Strategies to achieve this target include:

- Implementation of regular community surveys;
- In partnership with regional consultancy staff, continue to develop attendance plans and procedures and develop whole school attendance plan;
- Develop program for boys at risk focusing on Stage 5 and build on Men’s Shed program;
- Review school Aboriginal Education Policy to ensure in line with current DET policy;
- Develop an inclusive school environment that encourages and supports productive partnerships with local Aboriginal communities – maintenance of Wiradjuri program, celebration of NAIDOC, etc;
- Encourage use of new Language Centre for Aboriginal community language;
- Ongoing allowance for publicity officer;
- Build on existing structure of PHS Community Consultative Committee;
- Engage with local community organisations, support agencies and businesses to maximise support and potential educational, vocational and welfare opportunities for every student;
- Continuation of Principals weekly email to students;
- Maintenance of brochures and flyers in newsletter to highlight and promote key issues;
- Parent and community representation on regular school teams as well as 2011 review teams;
- Continuation of distribution of newsletter to Year 5 and 6 students in partner primary schools;
- Development of PHS prospectus document;
- Utilise newsletter to promote academic achievement and faculty information.

Our success will be measured by:

- greater utilisation of support agencies, community expertise and industry links;
- greater involvement of Aboriginal community in all aspects of school and student learning;
- expanded community involvement in school and greater participation in decision making on school policy;
- Positive promotion of school through improved community communication.
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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Jordan Dwyer      2010 School Captain
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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: