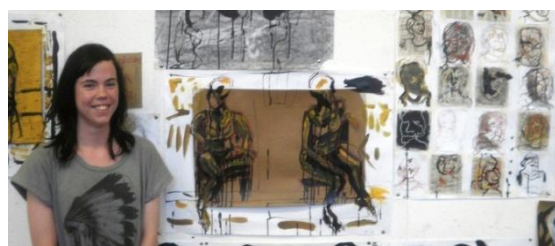


2010 Annual School Report

Windsor High School

NSW Public Schools – Leading the way



Messages

Principal's message

2010 was an exciting year in for Windsor High School, with many students performing outstandingly in academic, artistic and sporting endeavours. Projects from 2009 were completed including the Hawkesbury Trade Training Centre, the Enterprise Skills Centre both of which were funded by the Federal Government.

The findings of the student welfare review were implemented and Positive Behaviour for Learning was launched. Development of individual pathways and the transition to high school were strengthened.

Students performed outstandingly in the Creative and Performing Arts and in sport. Dean Frew represented Australia as the only Australian student in a USA baseball competition. Our show-goat team won many prizes at several shows including the Royal Easter Show and the Canberra Royal Show. The new school web-page was launched and three Year 8 HSIE students won State Footprints Challenge finals



Footprint Challenge winners.

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.

Mrs Annette Cam

P & C message

In 2010 the P&C continued to enjoy meeting with WHS executive and staff. This forum promotes open and inclusive discussion of all aspects of school life. The involvement of the parent body in the process of setting goals and future directions ensures the needs of the school community are

reflected and decisions made are in the best interest of students.



Dean Frew high achiever in baseball in USA 2010.

As parents and caregivers we are fortunate that the school encourages and values our active involvement and invites our participation in a number of ways:

- representation on committees and selection panels for school staff and student leaders
- attendance as guest presenters at Graduation and Presentation Assemblies
- involvement in development, review and evaluation of school programs and policies
- parental support of a wide range of cultural and sporting events

There were several significant events in 2010:

- P&C supported the music faculty in organising a musical concert to showcase student talent. Funds raised assisted the school with the purchase of the Music Hubs.
- Funding a new locking system for the school wheelie bins.

This was my first year as President of the WHS P&C committee and I remain disappointed at the low attendance levels at the P&C meetings. Our monthly meetings offer the following:

- Heads of faculties give presentations ranging from the school curriculum to guided tour of recently renovated facilities.
- Input into policies and future directions,
- Discussions on topical subjects e.g. NAPLAN, MySchool Website, School Uniform.

I encourage all parents to show an interest in the school and what it has to offer for the students by attending P&C meetings where possible.

Finally, thank you to Mrs A. Cam and Mr G. Kreiss for encouraging and valuing the involvement of P&C as partners in the education of our children. Thanks also to members of our P&C for your commitment and contribution, the time you have given to be involved in committees, panels, reviews and supporting events throughout the year.

Mr Mark Breeze

Student representative's message

Last year the Student's Representative Council (SRC) conducted several fundraisers, both for the school and charities. The \$1200 raised for the school was donated to the PBL program to supply fantastic new bins for the playground.

Fundraisers for the school included: Valentine's Day when over \$500 was raised from the sale of roses; Harmony Day; Cake stalls

Fundraisers for charities included: Australia's Biggest Morning Tea; Jeans for Genes Day; Legacy Week; Movember raised over \$400; Pink Ribbon Day raised over \$600.

The SRC members also participated in the Hawkesbury Youth Forum, a leadership camp for our new school leaders.

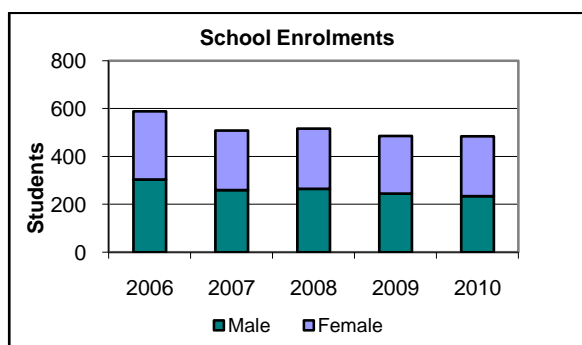
Kelsie Wakeham, School Captain

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.

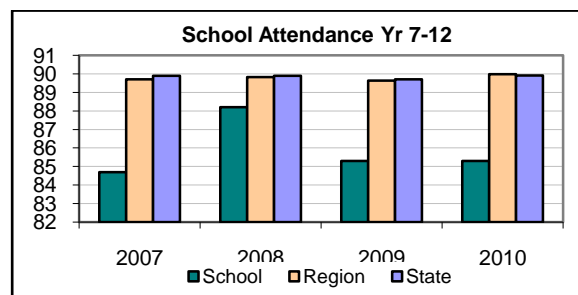
Student enrolment profile



Student enrolment remains at stable over the past four years, with about the same proportion of girls and boys each year.

Student attendance profile

Overall average attendance rates have been stable for the past two years at 85.25%.



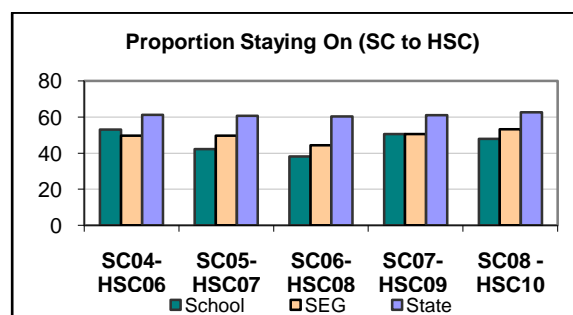
Management of non-attendance

Student attendance at school is one of the keys to improving student learning outcomes and well-being. Unexplained whole-day absences are reported by letter to parents who are required to explain each absence via a written note or a phone call to the school.

Ongoing unexplained absences are monitored by the Home School Liaison Officer (HSLO) working with the school's attendance co-ordinator. These absences are referred to the year adviser for further parent contact. If attendance does not improve, a meeting is arranged with the parent, student, school representatives and the HSLO to develop an individual attendance program.

During 2010, we developed policies to be implemented in 2011, to reduce the incidence of fractional truancy. Both strategies are aimed at improving in attendance and, consequently, student learning outcomes.

Retention to Year 12



The proportion of students staying on to HSC is similar to that for 2009.

Post-school destinations

A destination survey of the 50 students in the 2010 HSC cohort was conducted in mid-March.

- Three students were accumulating their HSC, two have returned in 2011 and one student has left for full-time employment.
- Seven students were offered a place at University, four at the University of Western Sydney (UWS) and two to Macquarie University. One deferred their offer. Most of the students studying at University also have part-time work.
- One student has gained entry to UWS college and plans to go to UWS in 2012. Three students have opted for full-time TAFE.
- Eighteen students were in full-time employment: a quarter of these are apprentices; one is on a gap year from University and six students are planning on enrolling at TAFE in semester 2.
- Six students were looking for work and not currently engaged in further education.

Fifty-five per cent of students said they had planned their present pathway while at school.

From this data it can be seen that there is a relatively small unemployment rate amongst the students (below state average); gap years have become popular with students planning to study at TAFE and at University; our students planned their post-school options and the majority have succeeded in carrying out their plans.

Year 12 students undertaking vocational or trade training

In 2010, 65% of all senior students were enrolled in Vocational Education and Training (VET) courses. At WHS, students studied Entertainment, Business Services, Hospitality, Primary Industries and Metal and Engineering; at Richmond High School they studied Construction; and at TAFE, Animal Care, Hairdressing, Automotive. Four students participated in School Based Apprenticeships and Traineeships.

In 2010 Stage 5 VET was introduced. Seven Year 10 students were accelerated into Stage 6 VET courses, six students undertook TVET (TAFE delivered VET) courses, and one student undertook a Business Services traineeship. Two of

the TAFE students also undertook Primary Industries at school. All students succeeded in gaining Preliminary HSC qualifications in their VET courses. The courses ranged from Hairdressing to Animal Care.

In 2010 the refurbishment of the kitchens and the metalwork rooms was completed, as part of the Hawkesbury Trade Training Centre, under the name of Hawkesbury Schools Connect. Windsor High School is the lead school for Metals and Engineering.



Our VET students were once again successful in gaining recognition at the Penrith, Blue Mountains and Hawkesbury School Industry Partnership Awards with students in Entertainment, Primary Industries and Business Services receiving prizes.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2010, 90% of Year 12 students attained their HSC; three completed Life Skills HSC for one or more courses. Of those that didn't complete their HSC, 6% completed equivalent vocational educational qualifications.

Staff establishment

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Head Teachers	7.0
Classroom Teachers	30.4
Teacher of Emotional Disabilities	1.0
Teacher of Mild Intellectual Disabilities	1.0
Teacher of Severe Intellectual Disabilities	1.0
Support Teacher Learning Assistance	0.9
Support Class Supplement	1.6
Small School Supplement	3.4
Teacher Librarian	1.0
Careers Adviser	1.0
Counsellor	1.0
School Administrative & Support Staff	11.7
Total	63.0

Staff information

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

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

We are fortunate to have an Aboriginal Tutor, who is an Indigenous person, employed at the school for the entire school year. This employee has been valuable in working with the Aboriginal students, both assisting with their learning and their welfare.

Staff retention

At the end of 2010, one of our long-term staff members, Ms C. Kreiss, our existing Support Teacher Learning Assistance (STLA) retired. She has been an exceptionally hard-working and valuable member of our staff, working with any child with learning needs. Ms Kreiss also oversaw the implementation of our Aboriginal Education program.



Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	20

Financial summary

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

The majority of finances were used to fund Key Learning Areas to enhance Faculty resources for teaching and learning for students. Tied funds

were used for various programs such as: Integration funding, to support students with disabilities, literacy and numeracy support, Aboriginal Education programs, Student Assistance, Transition programs and School to work funding.

Date of financial summary: 30/11/2010

Income \$

Balance brought forward	714 650.00
Global funds	390 487.00
Tied funds	345 132.00
School & community sources	148 226.00
Interest	29 162.00
Trust receipts	66 433.00
Canteen	0.00
Total income	1 694 093.00

Expenditure

Teaching & learning	
Key learning areas	154 771.00
Excursions	28 675.00
Extracurricular dissections	71 470.00
Library	15 075.00
Training & development	21 281.00
Tied funds	335 900.00
Casual relief teachers	58 662.00
Administration & office	149 814.00
School-operated canteen	0.00
Utilities	107 934.00
Maintenance	94 788.00
Trust accounts	64 624.00
Capital programs	42 265.00
Total expenditure	1 145 266.00
Balance carried forward	548 826.00

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

School performance 2010

Achievements

Arts

Creative and Performing Arts (CAPA) at WHS incorporated a variety of performance ensembles and creative art programs including:

- Windsor On Stage, Education Day Assembly, The Hawkesbury Music Festival, The National Trust Conference at Richmond and at

Plumpton's Public's Creative and Performance Arts Day Celebrations.

- Windsor High School's annual concert where over 70 students presented performances and original compositions.
- The choir and student vocal ensembles performed at the school concert and other school events.
- During 2010, 60 students from WHS and Windsor Public School participated in a new musical program called "The Windsor Samba". The group presented performances including the Education Week performance at Riverview shopping Centre, The Pitt Town 2010 Macquarie Celebrations, the opening act for the Hawkesbury Music Festival and the Windsor Public Presentation Day.



Samba players practising

- The senior rock band consisting of Lachlan Wink, Nathan Gallagher and Rhys Mendham performed and placed well at Jesterfest
- Year 9 student, Cassandra Conlon exhibited her photography work in a regional galley and on the worldwide web. Six of her works were exhibited this year at Penrith Regional Arts Gallery, where she won the prestigious Teenagers Photographic Prize 2010.
- Brendan Gooley received a Schools Industry Partnerships Award for Entertainment.
- Emily English and Emily Morgan participated in the Dobell Drawing School at the National Art School.

Dance

The Windsor High Dance Ensemble consisting of years 7 and 8 students were selected for the Sydney West Dance Festival. The group performed a contemporary piece, entitled 'Dreamstate'. The Ensemble also performed as part of Windsor on stage production and performed at various other school events.

Sport

Our sporting achievements in 2010 included:

- Swimming: Emily Morgan, Jaymie Eaton and Corey Atkinson represented WHS at the Regional swimming.; Jaymie Eaton qualified for the Combined High Schools swimming in the 50M Freestyle, 100M Breaststroke and 100M Butterfly; Jaymie was also reserve for the 100M Freestyle and placed 2nd in the 14 years age group; Corey Atkinson came 2nd in 50M Freestyle multi-disability and won the 50M backstroke multi-disability event.
- Athletics: Taylah Cottees won the 13 Years Girls division at the first Macquarie Zone Athletics Carnival.



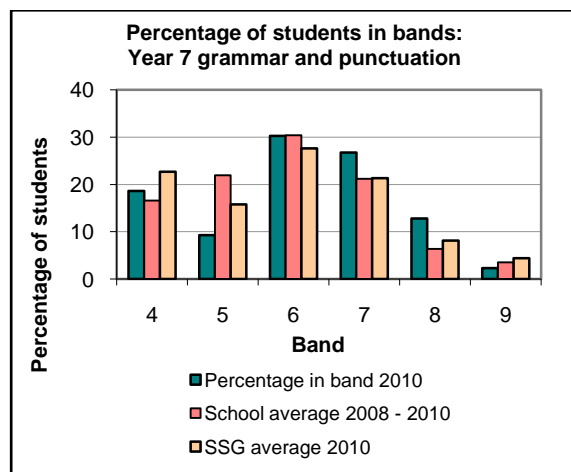
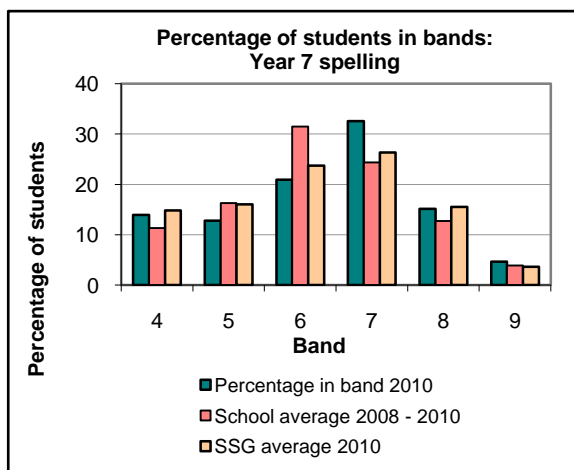
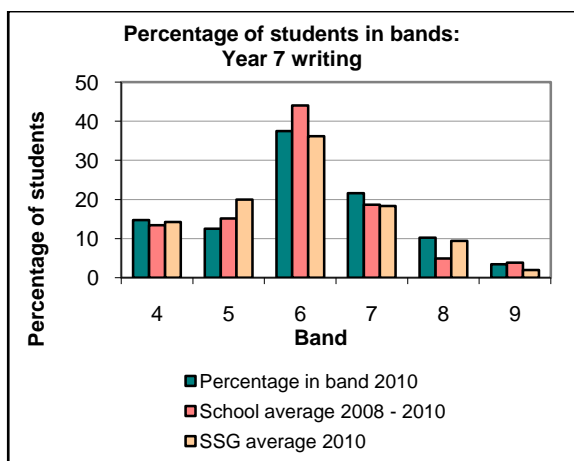
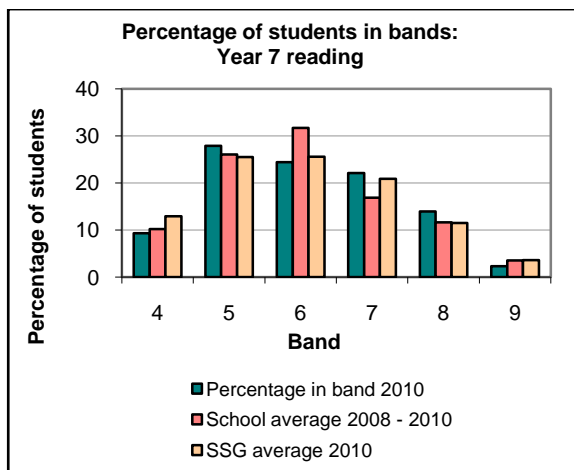
- Cross Country: Shanaye Kuntze was placed second in the 14 Years Age Division at Zone.
- Rugby League: WHS won the University Shield.
- The new Macquarie Zone includes Windsor, Richmond, Colo and Hawkesbury High, Crestwood, Rouse Hill, Glenwood and Kellyville. In Macquarie Zone Competitions, WHS competed in Basketball, Soccer, Rugby League, Netball and AFL. In Grade Sport many of our teams made the finals. Open Girls Softball and Junior Girls Soccer placed first in the summer competition.
- Jaymie Eaton represented Sydney West for Water Polo.

Academic

In the National Assessment Program, the results across Years 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); Yr 9, from Band 5 (lowest) to Band 10 (highest)

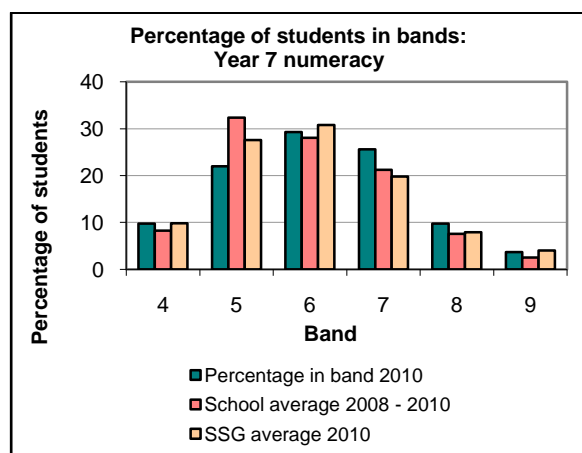
Literacy – NAPLAN Year 7

In 2010, the percentage of students in the higher two bands in all aspects of Literacy increased but there was a small increase in the percentage of students in the lower two bands. In general these results are slightly better than those for the Similar School Group (SSG) average for 2010.



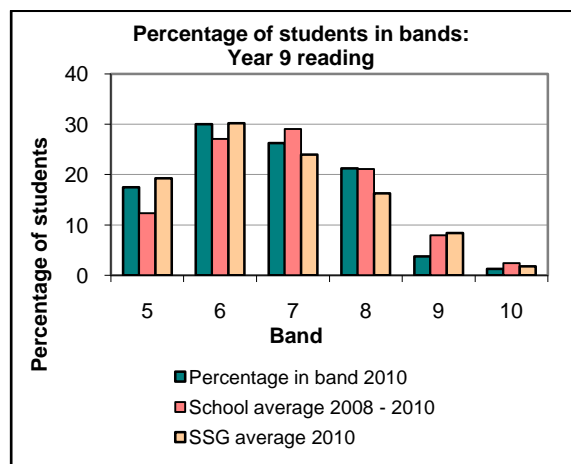
Numeracy – NAPLAN Year 7

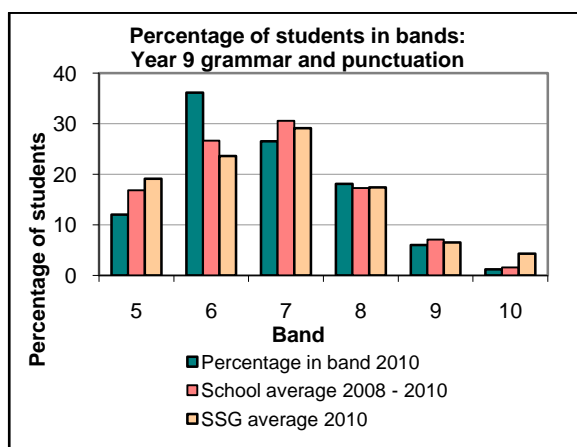
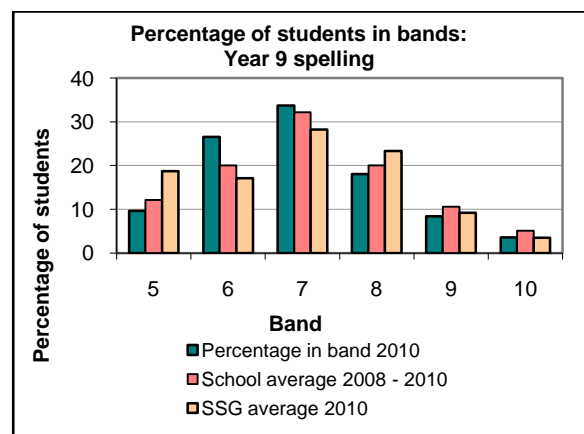
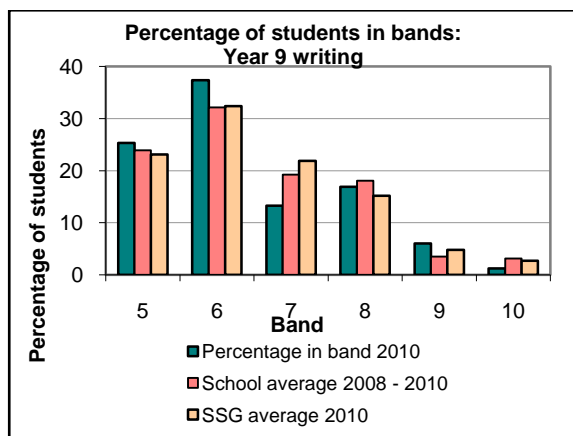
There has been improvement with an increased percentage in Band 7-9. The results are also better than those for the SSG average.



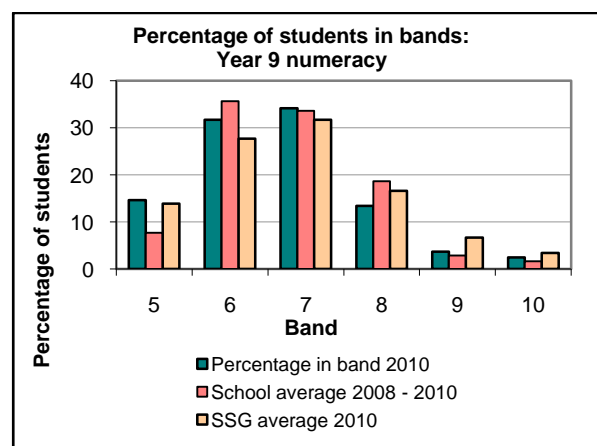
Literacy – NAPLAN Year 9

For Year 9 Literacy, little real improvement is apparent. In 2010, Year 9 appeared disengaged with the NAPLAN tests, possibly as a result of the controversy surrounding the publishing of data on the MySchools website, the subsequent industrial action and the accompanying uncertainty about whether the tests would run.



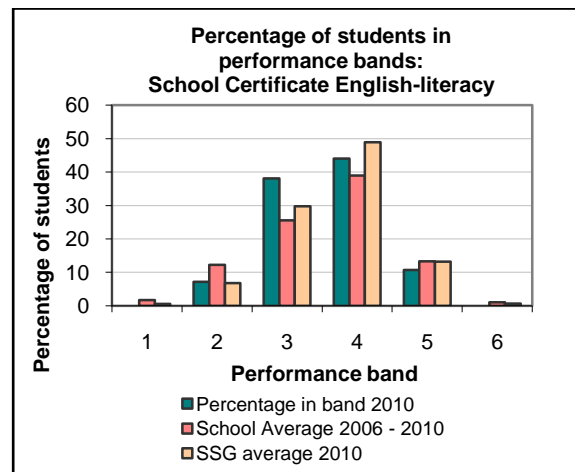


Numeracy – NAPLAN Year 9

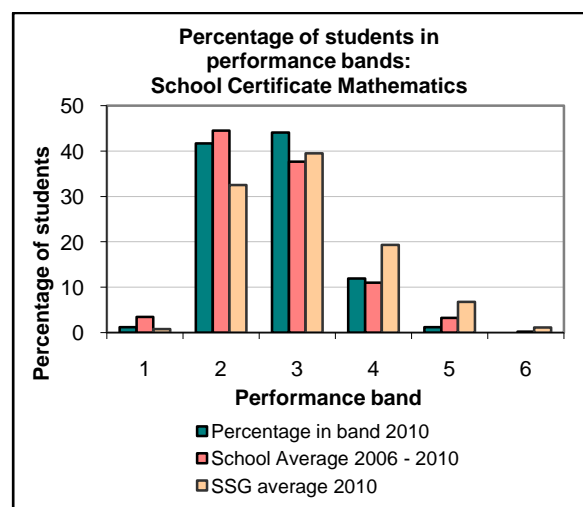


The graph shows an increased percentage of students in the proficient bands (Bands 9 and 10) than in previous years. There was also a greater percentage of students in Band 5 than in previous years.

School Certificate

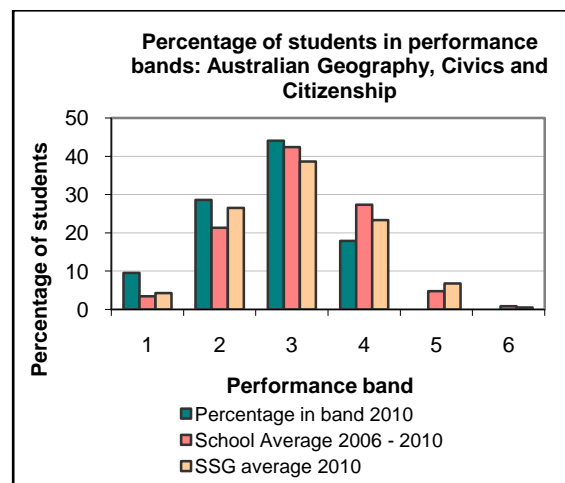
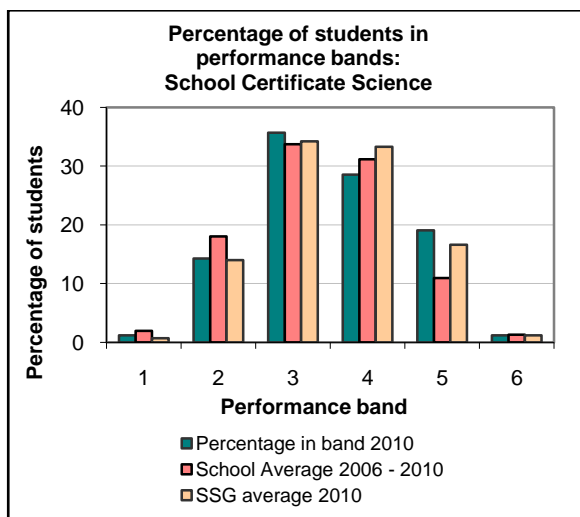


In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

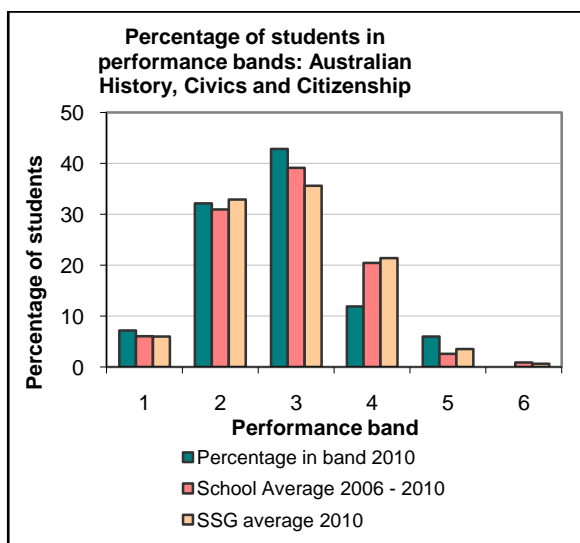


In both English and Mathematics, there was a reduction in the percentage of students in the lower bands compared to previous years, but no increase in the higher bands.

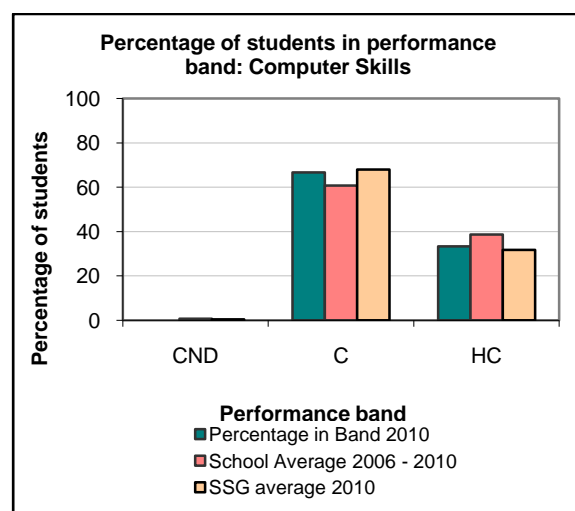
In Science, there was an increase in the percentage of students in Band 5 and a reduction of the percentage of students in the lower two bands.



There was no improvement in the results for Australian Geography, Civics and Citizenship.



In Australian History, Civics and Citizenship, there was an increase in the percentage of students in Band 5, but no decrease in the percentage of students in the lower bands.

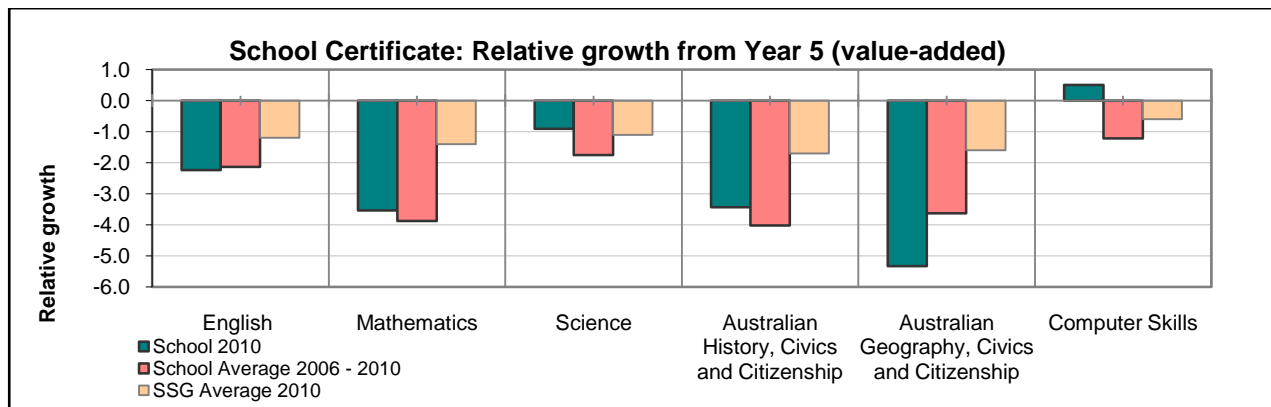


There was a reduction in the percentage of students who did not show competence in 2010.

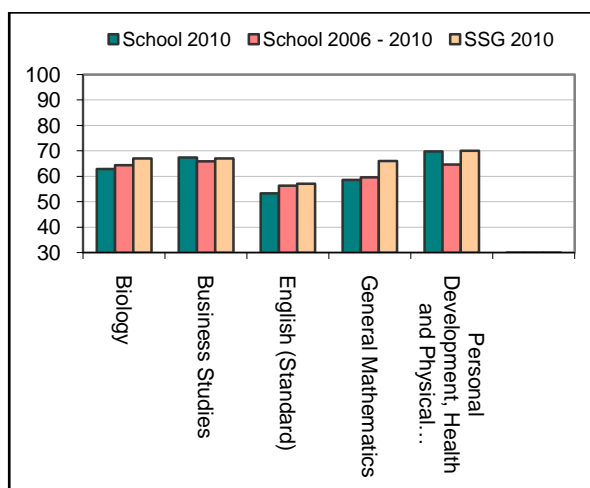
In the Value-added graph below:

- There is positive growth in the students' achievement in the Computer Skills test.
- There were improvements in value-adding in Science, Mathematics, Australian History.

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

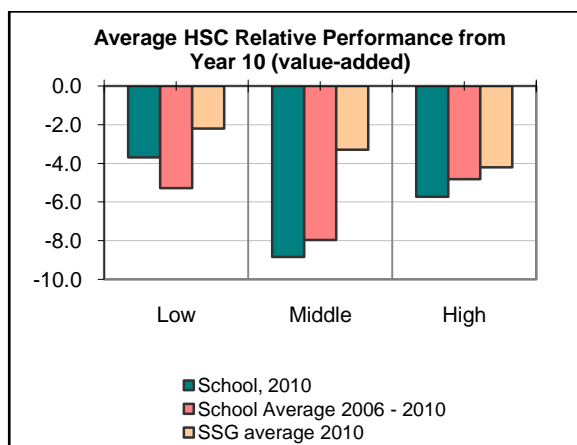


Higher School Certificate



There was an increase in the average score of students in Business Studies and Personal Development, Health and Physical Education.

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



There was an improvement in value-added data for those students in the Low group when compared to their achievement in Year 10. Compared to the 2009 HSC cohort, there were improvements in the Value-added scores for all groups of students (High, Middle, Low).

Minimum standards

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

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

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

Minimum Standard Information

Percentage of Year 7 students achieving at or above minimum standard	
Reading	90.7
Writing	85.2
Spelling	86.0
Punctuation and grammar	81.4
Numeracy	90.2

Compared to 2009, the percentage of students achieving minimum standards in Reading has increased by 4%, in Punctuation and Grammar by 1% and in Numeracy, by 1%. The percentage achieving minimum standards in Spelling and Writing has dropped slightly.

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

Percentage of Year 9 students achieving at or above minimum standard	
Reading	82.5
Writing	74.7
Spelling	90.4
Punctuation and grammar	88.0
Numeracy	85.4

Compared to 2009, the percentage of students in Year 9 reaching minimum standards has increased by about 6% for Spelling and about 9% for Punctuation and Grammar. It has dropped for Reading, Writing and Numeracy.

Significant programs and initiatives

Aboriginal education

We continued our exceptional programs including:

- Implementing Personal Learning Plans (PLPs).
- Peer Mentor Day at Yarramundi to assist the transition of new Year 7 Aboriginal students.
- The annual Allowah Day organised by the Aboriginal Education Consultative Group and Hawkesbury high schools at Cattai NP.



- Eight Aboriginal students completed the HSC; two students completing Aboriginal Studies.
- Aboriginal students from Years 9 to 12 attended the Indigenous Careers Day and the Careers Market held at UWS Nepean.
- Students from Years 7 and 9 planted native trees donated by Muru Mittigar with NSW Parks and Wildlife staff at the Yellomundi Regional Park.
- The Aboriginal Caring for Country group working with Muru Mittigar, propagated plants and tended the school's gardens.
- The Badanami Allowah Dancers participated in the Governor Macquarie bicentennial celebrations in December.
- A transition day for Year 6 Aboriginal students with Aboriginal art and craft, bush tucker workshops and school tours.
- The Indigenous Leadership Group held meetings during 2010. Aboriginal students played integral parts in whole school activities including SRC and Duke of Edinburgh.

Multicultural education



The ARCO group members met regularly to promote cultural diversity in school. In March, 2010 we celebrated the Harmony Day reflecting

on the valuable contribution of people from across the globe to our own community.

Our goal for next year is to work closely with year advisors to educate all students about cultural diversity and harmony. We will focus on cultural identity, individual rights and responsibilities, being a positive role model, recognising and valuing cultural diversity in the society.

Respect and responsibility

Positive Behaviour for Learning (PBL) was launched in Term 1 2010. The main focus for the year was improving 'Language, Litter and Lateness' in the playground. Large brightly coloured signs were produced and displayed permanently in all playground areas expressing the new playground expectations.

Reach for the STARS

At Windsor High we show responsibility by valuing STAR

Safety

- Act in a safe manner
- Wear your uniform
- Be in the right place at the right time

Teamwork

- Be co-operative
- Be a responsible citizen
- Value diversity

Achievement

- Be prepared for learning
- Take pride in your success
- Set goals to reach your potential

Respect

- Use a polite voice and appropriate language
- Listen to others and follow instructions
- Care for yourself, others and your environment

New garbage bins were also provided for students to facilitate a cleaner playground. New procedures were also introduced for school assemblies, both informal quadrangle assemblies and formal assemblies in the hall.

Beauty and the Geeks 2009 winners, Emma and Jeremy – with Corin in tow – (shown below with Year 12 Drama student, Dale Cooper), addressed students on assembly in March 2010. The message they had was the importance of treating

each other with respect and without bullying. They also emphasised that it is crucial to listen to your teachers and to do the best at school you can to ensure a great future. Corin ran a Gifted and Talented chemistry lesson and Jeremy showed the support unit students how to tie balloons!



Numeracy

During 2010 the Numeracy team analysed the 2009 Year 7 Numeracy NAPLAN data and found that 41% of these students had achieved a band 5 or lower. The most significant area of need was in the Number strand. A plan to address this need focussed on using the *Counting On* program in Year 7 mathematics lessons.

In Year 8, we explicitly taught Newman's Error Analysis to solve problems across KLAS, introducing an electronic Brain Training game in some mathematics lessons, and contracted DET's numeracy consultant to work with a small group of students.

The target of the plan is to see a 50% movement of students from the lower 2 bands for Year 9 NAPLAN in 2011.

Year 7 results in the 2010 NAPLAN were very encouraging with excellent growth. Year 9 results were disappointing.

A highlight of the year was the receipt of a Numeracy Award from the Department of Education for outstanding growth in 2009.

Enterprise Skills Centre

This centre was developed in 2010 using a \$96,000 Federal Grant given in 2009.

The new horticulture centre contains a large storage shed, poly-house, shade-house and hardening-off area. Automatic watering and electrical systems were installed. New grazing paddocks were fenced over an area of 0.5 hectares, allowing the establishment of pastures and crops for school's prize winning dairy goats.

Community links were established with Murru Mittigar to assist the horticultural centre to propagate local indigenous plants. These plants will be grown by Primary Industries students and then marketed by the Business Services and Retail students. Links have also been strengthened with McDonalds at McGraths Hill, and with Hawkesbury City Council. As part of this link, students have participated in the planting of native trees and shrubs at Yarramundi.



Year 6-7 Transition

This year the transition program included visits to Windsor High School to familiarise the primary students with high school life. There were lessons in Science, History, sport's coaching clinics, Agriculture, Music, Ceramics, Dance and Drama.

There were shared lessons in SAMBA between the high school and some partner primary school students over several terms, culminating in outstanding public performances, including opening the Hawkesbury Music Festival.

Year 7 2011 Orientation Day in December showcased our school with parent tours and taster lessons for students.

Support Unit

Multi-Categorical (MC) Class





This year remained busy for the MC class with a diverse curriculum, mainstream lessons and excursions including visits to Stanhope Gardens Leisure Centre, Feather Dale Wildlife Park, Movies, Rock-Climbing, Longneck Lagoon and Bella Art Workshop and Parramatta Town Hall.

Emotional Disturbance (ED) class

The number of practical subjects for the ED class increased with the introduction of a cooking program and a garden beautification program. The class has loved Music and Photography, creating rap songs and techno dances. In Sport and PE, our students have shown themselves to be outstanding. Academically the students have shown literacy and numeracy improvements.

Intellectually Moderate/Intellectually Severe

The IO/IS class was involved in Work Experience and Workplace learning, including AFFORD at Minchinbury where they packaged and labelled products sold at Woolworths and Coles. Students participated in independent skill building programs in school such as Recycling, Cooking, Laundry and Grocery Shopping. These activities were linked to the Money Aide Card program to help students perform money exchange transactions.



Chelsea Toman made us proud by winning a gold

medal in a 100m sprint at the Regional Athletics Championships and appearing on the front cover of the local paper.

Progress on 2010 targets

In 2010, progress was made on the following Targets. Those targets where little or no attainment was achieved will be investigated (as part of action research plan) and incorporated into targets for 2011.

Target 1

Numeracy: halve the difference between the school's and the state's average mark for Year 9 from 2009 – 2010.

Our achievements include:

- The difference between the 2009 and 2010 school's and state's average mark remained similar.
- The percentage of proficient students increased from 4% in 2009 to 6% in 2010.
- The percentages of students below National Mean Standard increased in 2010.
- Numeracy team formed.
- Staff professional learning in SMART 2
- Numeracy strategies incorporated into lesson plans across faculties
- A variety of strategies used to engage Year 7 students in numeracy.

Target 2

Literacy: halve the difference between the school's and the state's average mark for Year 9 from 2009 – 2010 in Reading.

Our achievements include:

- The difference between the school and the state's average mark increased in 2010.
- The percentage of students at or below minimum standard increased in 2010.
- The percentage of proficient students dropped in 2010.
- Literacy team formed
- Intensive reading strategies implemented with Year 7 students with poor reading skills.
- Staff training in use of SMART data
- Spelling strategies incorporated in faculties.

Target 3

In the 2010 HSC, halve the numbers of students in lower 20% range for value-added scores.

Our achievements include:

- There were substantial improvements in the value-added scores in the 2010 cohort of HSC students compared to the 2009 cohort. The Lower range of ability improved from -8 to -4; Middle range improved from -11.5 to -9; the High range improved from -10.5 to -6.
- Revision of N-determination processes for HSC and SC.
- Individual plans developed for each student relating to school achievement and post-school options.
- Improved Year 12 attendance
- Executive TPL in use of Board of Studies Results Analysis Package.

Target 4

Expand use of technology in teaching and learning, including increased curriculum offerings via the use of the Connected Classroom.

Our achievements include:

- Improved results in external computer assessment for Year 10
- Increased staff attendance at professional learning course related to digital technology
- Provision of faculty plans to Teaching and Learning Team, showing integration of ICT
- Wireless connections in all teaching spaces
- Staff TPL in use of Moodle
- Some staff using Moodle for courses
- Delivery of Chemistry via Connected Classroom technology.
- Staff participated in cluster planning group.

Key evaluations

In 2010 our school carried out an evaluation of school culture.

Educational and management practice

The school conducted a SchoolMAP staff survey on School Culture

Background

The following areas were surveyed:

- The school understands and responds to the context of its community.
- The school leaders influence school culture to enable the achievement of the school's purpose
- The school's structures and strategies recognise and celebrate achievement
- The school's main priority is meeting the needs of students
- All plans, policies, programs and practices are supported by the school community
- The school's culture fosters a sense of belonging and collective responsibility
- The school community recognizes, values and supports the contribution of new members to the culture of the school
- The school's culture supports a sense of ownership of the school
- The culture of the school promotes improved student learning outcomes
- The school is a community of learners
- The school recognizes, values and supports its diversity of learners
- The school's culture supports continuous improvement
- The school's culture enables the achievement of fundamental change.

Findings and conclusions

In general, the culture of the school was found to be positive in relation to the school's ability to respond to the needs of its students and its community.

Areas of improvement relate to fostering an improved sense of ownership of the school, strengthening the influence of school leaders on school culture and promoting improved student learning outcomes.

Future directions

During 2011, the school will embark upon the Team Leadership for School Improvement training. Additionally, PBL will continue and whole school curriculum will be evaluated in relation to meeting the needs of the students.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of students about the school.

Background

The **Quality of School Life** survey was conducted in August 2010 and compared to the survey from 2009. The survey investigates areas of student life such as:

- Relevance of schooling
- Self-esteem and status
- Teachers
- General achievement.

Findings and conclusions

There was improvement in all areas surveyed in 2010. In particular, there is an increased sense of pride amongst students and a reported increase in enjoyment of learning. There was strong growth in sense of identity amongst students and a marked increase in scores for rating teachers (fairness, teachers like me, teachers give me the marks I deserve).

Future directions

The PBL team and the welfare team will examine the data in light of their roles across the school. Further surveys may concentrate of specific aspects eg learning.



Professional learning

Professional Learning funds were spent on these main areas: Positive Behaviour for Learning; Digital Education Revolution implementation, faculty programming, executive Professional Learning, professional learning reflective of the needs of individual staff, related to the School Strategic Plan 2009 – 2011.

An average of \$500 was spent per staff member in 2010, including the additional Digital Education Revolution funds..

School development 2009 – 2011

Targets for 2011

Target 1

Increased retention of students to Year 12.

Strategies to achieve this target include:

- Conduct a review of the curriculum and welfare needs of senior students
- Provide programs to improve levels of literacy in senior students
- Investigate ways to support equally both academic and alternative pathways for senior students.

Our success will be measured by:

- Increase in percentage of Year 11 2010 students completing HSC in 2011.
- Increased whole day attendance for seniors.
- Improved value-added results of HSC students in 2011 compared to 2010 values.

Target 2

Increased teacher participation in school improvement.

Strategies to achieve this target include:

- Implementation of teacher professional learning in school improvement strategies
- Increased rate of staff involved in professional learning on teacher quality
- Continued implementation of PBL across the school.

Our success will be measured by:

- All staff complete the Team Leadership for School Improvement course
- Increased staff participation on school teams.
- PBL implementation leading to greater consistency across whole school setting.
- Increased staff sense of ownership of whole-school programs, as measured by school culture survey.

Target 3

Increased levels of Year 9 achievement in literacy and numeracy as measured by NAPLAN

Strategies to achieve this target include:

- Improved implementation of school-wide literacy and numeracy
- Increased teacher use of SMART data to analyse students' needs
- Design and implement individual student learning plans
- Creation of part-time position to develop targeted programs for both students with high literacy and low literacy levels.

Our success will be measured by:

- Reduction in numbers of students below national benchmark in 2011 compared to 2010
- Increase in students attaining proficiency in 2011 compared to 2010.
- Increased percentage of students in top two bands in NAPLAN.

Target 4

Strengthen the Windsor High School Learning Community in association with the partner primary schools.

Strategies to achieve this target include:

- Appointment of Year 6 -7 Transition team and co-ordinator.
- Sharing of data related to student learning and achievement.
- Sharing student welfare data and initiatives related to students which will move from the primary to the high school.
- Initiation of discussions about pedagogy and quality teaching, between executive staff across the schools in the learning community.
- Shared dialogue across the schools to develop a transition program which meets the needs of the students and the schools involved.

Our success will be measured by:

- Data shared and discussed by staff.

- Staff develop an insight into the welfare and learning needs of students as they enter high school.
- Joint primary-secondary executive meetings initiated.
- Effective team established.
- Successful transition program established and implemented.

About this report

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

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

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



Students wear pink to raise money for the Cancer Council.