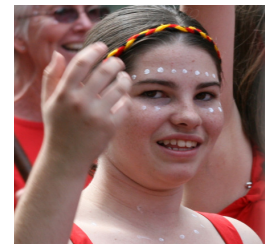
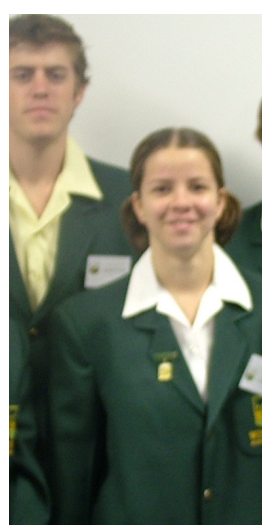
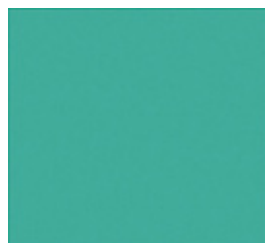


2008 Annual School Report Windsor High School

NSW Public Schools – Leading the way



Our school at a glance

Windsor High School (WHS) is a comprehensive, coeducational high school serving the suburban areas of Windsor, Windsor South, Bligh Park, McGrath's Hill and the rural areas to the east as far as Wiseman's Ferry and Macdonald Valley.

Regional Award Winners



At the 2008 Western Sydney Excellence in Education Awards, Alex Hodgkinson, was presented with the award for Excellence in Student Achievement. Maryanne Pearson and Justin Versteegen received highly commended certificates for Achievements by Aboriginal Students and Julie Gough was highly commended for her excellent work as a Parents and Citizen's Association Member.

The WHS Year 6 transition program was also highly recommended as a School Achievement.

Messages

Principal's message

WHS is a comprehensive high school providing a quality and innovative learning pathway for students. There is a focus on developing a sense of self-worth and personal growth for each member of the school community by building on diverse community values, cooperative social interactions and by celebrating success. Our learners leave the school with the skills to create positive personal futures (life, employment and learning) within a global community.

WHS caters for a wide range of student abilities through a strong welfare system, a diverse and flexible curriculum structure and extensive facilities including: three computer labs, a drama room, dance studio, senior study, learning centre, library, photographic darkrooms, fitness centre, basketball courts, football oval, gymnasium, multi-purpose hall and a special education unit. Data-projectors and interactive whiteboard technology

installed in each faculty area has enhanced learning opportunities for students.

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.

Gerd Kreiss (Relieving)

P&C message

WHS Parents & Citizens (P&C) Incorporated is an important forum for the exchange of ideas and information on all matters associated with life at our school and the school community. Our meetings are an opportunity to meet other parents and to talk with the school's executive about aspects of life at our school, policy development and school evaluation- all of which are discussed openly and honestly, with the results reflecting the needs of the school community

Our school encourages the involvement and participation of the parent body and recognizes that a healthy, working relationship between parents and staff is advantageous to the well-being of our students; enhances the teaching and learning process and promotes a positive school image.

Our P&C has been very proud to be able to contribute to the purchase of additional resources and equipment for use in the classrooms and general purpose areas. The P&C works in conjunction with the Student Representative Council (SRC) and the school staff to identify the areas for priority funding consideration. Information regarding P&C activities regularly appears in the School Newsletter.

The WHS parent community is active and involved. Participation takes many forms at, including -

- active and supportive P&C Association
- parent management of the Uniform Shop
- providing funds for resources and equipment to support learning programs within the school
- representation on committees and selection panels for school staff and student leaders
- guest presenters at Graduation and Presentation Assemblies
- surveying and evaluating school programs and policies
- parental support of a wide range of cultural and sporting events

Julie Gough

Student representative's message

WHS provides students with many different opportunities both academically and socially. Senior students can create many different pathways to their Higher School Certificate by choosing to combine traditional subjects with a diverse range of Vocational Education and Training (VET) courses. Increased technology and improved facilities has given students an enhanced learning environment.

WHS offers a wide variety of sporting opportunities. These range from general team competitions such as our successful rugby league and netball teams to individual events in swimming, cross country and athletics. Aboriginal students can compete in the Koori Cup basketball competition and our support unit participate at the support carnivals. These sporting opportunities reinforce our core values of Safety, Teamwork, Achievement and Respect.



WHS students take part in many fund raising activities. These include Jeans for Genes Day, Australia's Biggest Morning Tea, Canteen, and the sale of roses to support Cystic Fibrosis.

Students take an active part in community events with our Badanami Allowah Dancers performing at events including NAIDOC celebrations, Rejoice Australia, Opening of Rouse Hill Centre and many more community events.



Our bands regularly perform at the Hawkesbury Festival and our students represent the school at

celebrations such as ANZAC day, Remembrance Day, Sorry Day and many more.

The school's SRC has been very active in encouraging all students to become more involved in activities around the school and particularly in the local community. We would like to say a big thanks to everyone who got involved and organised the various activities.

Mark Sheridan, Emma Knobbs, Kearna Rutherford and Ross Annesley

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.

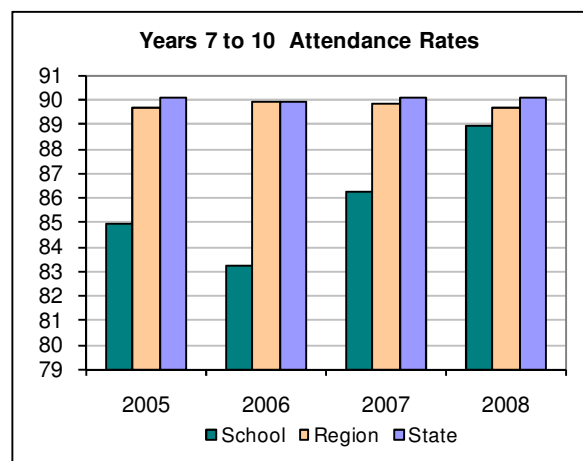
Student enrolment profile

A total of 517 students were enrolled at WHS in 2008 consisting of 265 males and 252 females. There were 43 students in Year 12, 71 students in Year 11, 101 students in Year 10, 95 students in Year 9, 82 students in Year 8 and 111 students in year 7. There were a total of 14 students accessing the WHS support unit. At the end of 2008, 48 students identified as Aboriginal or Torres Strait Islander.

There was an increase of 23 per cent in the number of year 7 enrolments in 2008 compared to 2007.

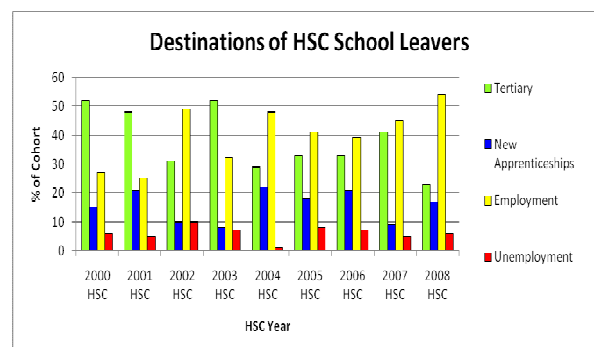
Student attendance profile

Student attendance for years 7 to 10 has improved over the last two years with rates now very close to region and state averages. This is the result of a coordinated and consistent effort by teams of teachers and SASS working together with improved tracking systems. Students with excellent attendance have been recognised with school and regional certificates.



Attendance rates for Years 11 and 12 increased by 5.5 percent in 2008. This improvement is largely due to the senior seminar teachers monitoring attendance and counselling students.

Post-school destinations



Each year a destination survey of year 12 school leavers is conducted in Term 2. Each year the number of students not contacted has been less than eight percent. The figures presented above are given as a percentage of the total number of students contacted.

The trend over the past few years had been for a higher percentage students to enter employment (both full time and part time). The unemployment rate continues to be at state average or below.

There are a number of factors influencing these statistics. Primarily, since 2000 there has been a change in the reasons students remain at school to gain a HSC. In the past students remained at school to gain entry into Tertiary Education. In recent years more students have been staying at school in order to improve their employment options. Participation in vocational courses both at school and TAFE and increases in School Based Traineeships have increased retention rates at school and changed the proportion of students in each destination category.

There is also a trend in recent years for students to take a 'gap' year and work before starting tertiary education, mainly to enable them to meet the costs of tertiary education. Outcomes for students completing the HSC continue to be good with employment rates staying low and students taking advantage of broader options.

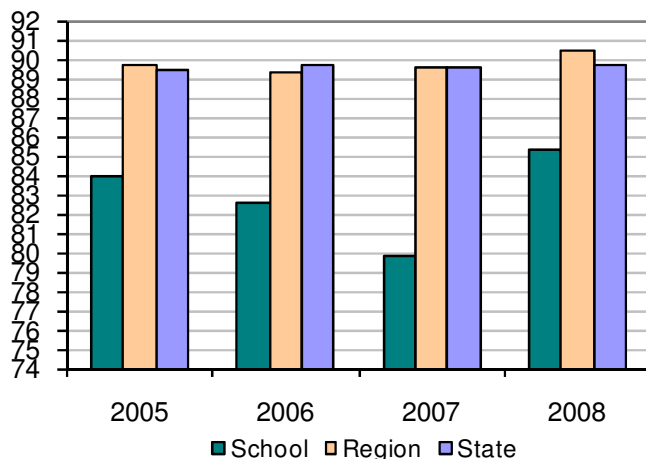
Staff information

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

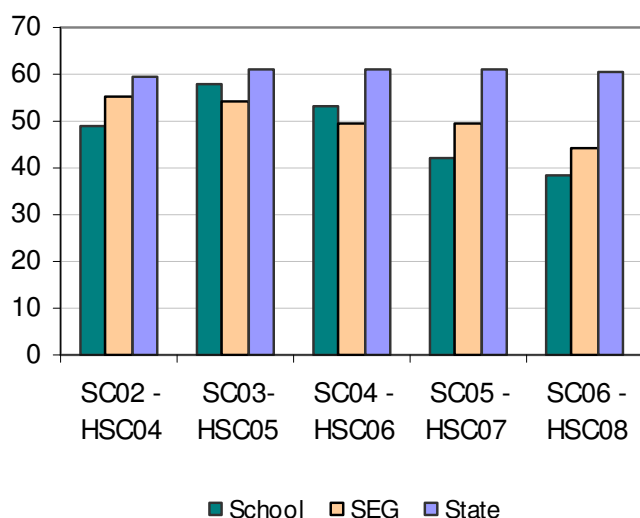
Staff establishment

Windsor High School has a good mix of experienced staff and staff who are new to the teaching profession, with 12 percent of staff with one or two years of teaching experience.

Years 11 and 12 Attendance Rates



Proportion Staying On (SC to HSC)



Retention to Year 12

The retention rate for year 10 to year 12 has fallen over the last two years. The students who left in years 10 and 11 either left for employment or to further their studies in a different training setting. Many of our students have taken advantage of the trade shortages and have taken up employment before the predicted slump in the economy. Others have taken the TAFE option as TAFE pathways from Certificate II to Diploma have become more available.

Staff retention

Windsor High School has had a very stable staff over the past few years; however from 2007 to 2008 there was a 19 percent turn-over in staff. Two staff members retired, one gained promotion and five staff received transfers to schools closer to their homes.

Position	Number
Principal	1
Deputy Principal(s)	1
Head Teachers	9
Classroom Teachers	29.6
Teacher of Emotional Disabilities	1
Teacher of Mild Intellectual Disabilities	2
Support Teacher Learning Assistance	0.9
Teacher Librarian	1
Careers Teacher	1
Counsellor	1
Total	47.5

Staff attendance

Staff have access to leave entitlements such as sick leave and long-service leave. In 2008 the average daily attendance rate for staff, as determined by the Department of Education and Training (DET), was 95.6 percent.

Teacher qualifications

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

Four probationary teachers, appointed to the school in 2008, have completed or are completing the process for the accreditation with the NSW Institute of Teachers.

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	10%

Financial summary

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

Date of financial summary:	30/11/2008
Income	\$
Balance brought forward	805 242.05
Global funds	368 288.49
Tied funds	298 673.75
School & community sources	143 943.43
Interest	58 633.05
Trust receipts	55 115.45
Canteen	0.00
Total income	1 729 896.22
Expenditure	
Teaching & learning	
Key learning areas	84 697.78
Excursions	46 538.57
Extracurricular dissections	48 608.12
Library	6 207.95
Training & development	20 111.95
Tied funds	242 983.88
Casual relief teachers	15 090.84
Administration & office	82 165.87
School-operated canteen	0.00
Utilities	94 429.63
Maintenance	43 708.17
Trust accounts	174 828.46
Capital programs	8 875.45
Total expenditure	868 246.67
Balance carried forward	861 649.55

The large balance carried forward includes *Investing in our Schools* funding which can not be expended until major capital works are completed. It is anticipated they will be completed late 2008, enabling expenditure of the funds in 2009.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Music

Music is developing a high profile at Windsor High School with students performing throughout the year at school and community events. These include formal assemblies, Year 6 Orientation Day, Semester Award Assemblies, the Annual Presentation Dinner, Education Week, Performing Art Workshops and school concerts. As result of the increasing profile of the school's performers in the community several music groups consisting of students from years 8 to 11 were asked to perform at the Hawkesbury Music Festival.



Dance

The Windsor High Dance Ensemble had an exciting year being selected for the Sydney West Dance Festival. The ensemble members ranged from years 7 – 12. The dance work performed by the group was a contemporary piece with a tribal influence. The dance titled 'The Elements' – earth, wind, fire and water displayed group formations and dynamics and showed the forces at work, while following safe dance practice. The Ensemble also performed at school concerts, assemblies.



The Badanami Allowah dancers are composed of Indigenous and non-Indigenous students who perform Aboriginal song and dance using traditional instruments. They were invited to perform at many celebrations in 2008 including: Nepean High School celebrating Rejoice Australia; the NAIDOC celebrations in the Hawkesbury district; Westmead Hospital; the opening of the Rouse Hill Town Centre (leading the parade with Uncle Wes and Bundeluk) as well as leading the Rouse Hill Town Centre's Christmas Parade.

Drama

2008 saw four of WHS's finest perform very strongly in their HSC practical work. These students were outstanding in their monologues and in their group work.

The Drama Room now has state of the art facilities for video-taping, editing and replaying performances and has been used for both Drama and English lessons. This has been very useful in assessing and developing performances for stage Drama, as well as for reviewing short films made by students. Two Drama nights were held in Terms 1 and 3 and performances were filmed by students using these facilities.

We present what we do in Drama to feeder primary school students, encouraging students to look forward to their time at Windsor High where Drama is always a strong discipline.

Sport

Swimming – At Zone level WHS had two age Champions, Jaymie Eaton – 12/under Girls and Jasmin Turner – 16/under Girls

As well as these great victories, our 17 years girls relay qualified for the Regional carnival at Blacktown. They were placed second behind St Marys Senior in a hotly contested race. The team consisted of Louise Maclure, Sarah Maclure, Samantha Hawes and Alicia Van Pragg.

Indoor Soccer State Championships were held at Penrith Sport Stadium on Wednesday 25 June. After qualifying at the Regional Championships the 14 year-old boys team competed against the best teams in the state, including public and independent schools.

Athletics - Teegan Ryan received 2nd in the 12 years girls age group and she also broke the record in the 12 years girls discus at Zone.

Gymnastics - Isabella Turai of year 8 went to the Australian Gymnastics 2008 Championships in Bendigo, Victoria for the Australian Trampoline Sports. Isabella competed in the under 15's Tumbling and came first, taking gold. She is now an Australian Champion in this event. Congratulations Isabella.

Rugby League – 2008 was a rebuilding phase for WHS as many of the regular senior members had completed school. Mr Galbraith began an intensive training program for the junior team in preparation for 2009.

In 2008 Jackson MacPherson was presented with the prestigious Pierre deCoubertin Award.

Sydney West Representation – Brett Jones and Louise Maclure for Cricket.



Mr Whelan was again heavily involved in Basketball with our boys achieving higher rounds in many competitions, involving Hawkesbury Cup and Sydney West competitions.

Duke of Edinburgh Award Scheme

In 2008 DofE at WHS moved from expedition styled journeys to exploratory adventures where day trips are conducted over the course of three days, from a centralised camp. The advantage with exploratory adventures is that the level of activities can be of a more challenging nature. This year's activities centered on rock and rope sports.



2008 started with nine Silver candidates and a trip to Deep Pass in the Wollangambe Wilderness Area for a mixture of rock climbing, abseiling and canyoning. This first trip is used for training where the students are also introduced to navigation, camp craft and cooking. The second trip is a practice and was conducted at Mt Wilson with seven students. For the third trip, five hardy students travelled deep into the Wollangambe

Wilderness for more canyoning and some nice rock climbing on the return trip.

The remaining 5 students receiving their Silver Awards thoroughly deserve them; these activities are of a difficult nature and all of the students (and staff) found themselves exploring their own limits. Miss Charles (teacher) and Andrew Secomb (volunteer) assisted greatly on these trips - without help from people offering their time DofE would not run. I would also like to thank the school for supporting such a valuable opportunity for the students.

2009 also sees the introduction of Bronze level Dukes for years 8-10, expedition journeys are planned for this group as a more gradual introduction to outdoor adventure activities.

Agriculture

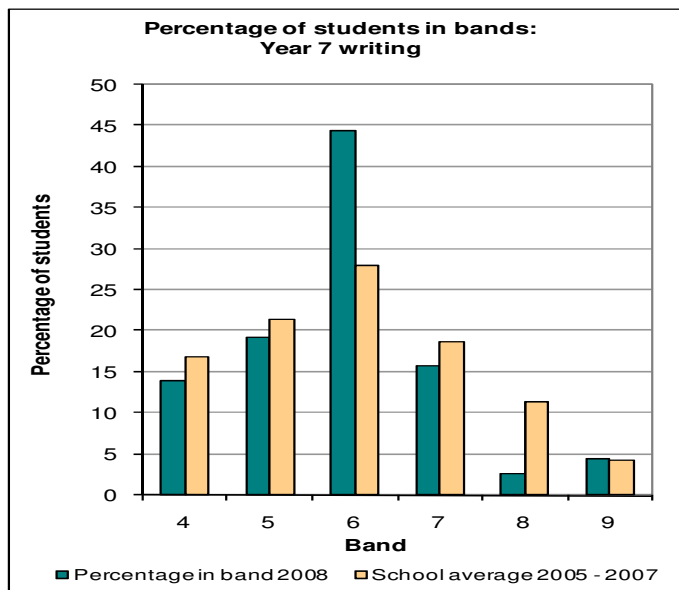
Agriculture continues to thrive at WHS. Primary Industries, a VET program allows the students to gain a Certificate II in Agriculture which is recognised nationally. Students in Year 12 were the first to undertake the HSC examination at WHS. Overall the HSC examination marks were good, only slightly below State average. One student scored a Band 6.

The school's Show Team exhibited the dairy goats at various shows in NSW including: Penrith, Hawkesbury, Morriset, Bathurst, Camden, Campbelltown, Castle Hill and Canberra Royal. The goats were also exhibited for the first time at the Sydney Royal Easter Show and one of the goats was awarded Reserve Champion British Alpine Kid. The students also entered Junior Handler and Junior Judging competitions at this show. A Year 12 student, Alex Hodgkinson won the Junior Judging competition.



Our junior agriculture program includes a wide variety of agriculture enterprises, including tractor driving, animal husbandry, honey production and vegetable gardening.

Academic



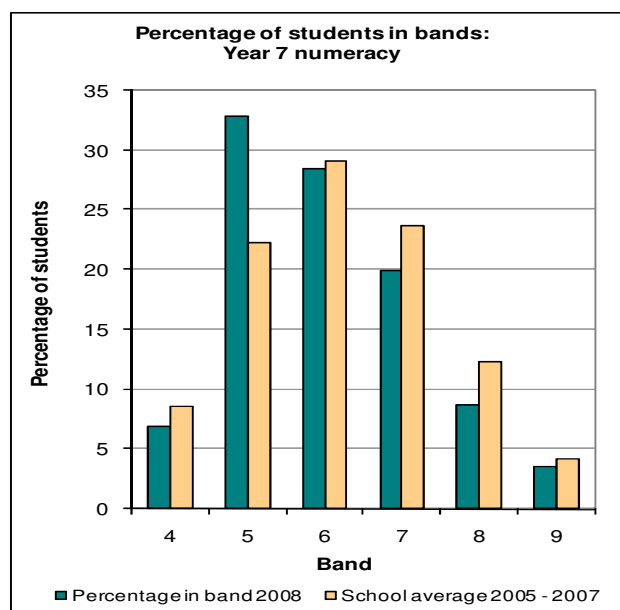
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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



Literacy – NAPLAN Year 7

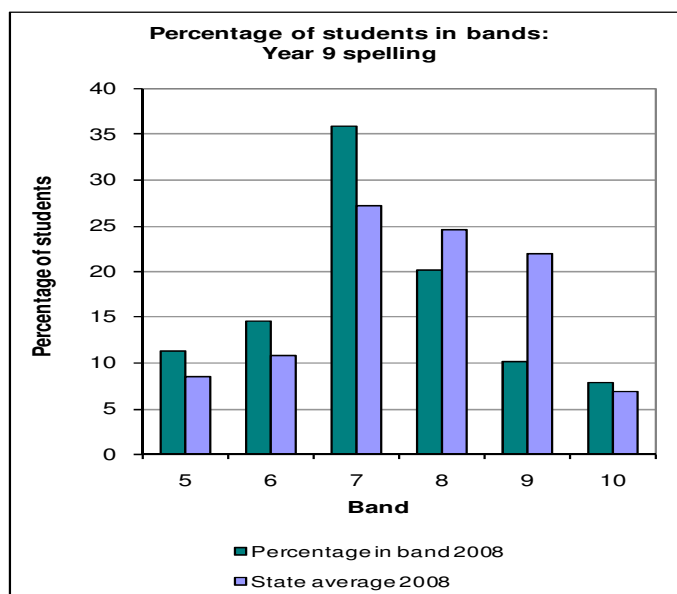
In Year 7 fewer students performed in the lower bands for writing in 2008 than 2007. Girls in particular (10%) moved into the middle bands. There were also slightly more students in band 9 than in previous years.

Numeracy – NAPLAN Year 7

Numeracy for Year 7 shows a fall in student achievement in 2008 compared with 2007. WHS will share this data with the partner primary schools to ensure that the learning community works on strategies to address the learning needs of students entering Year 7.

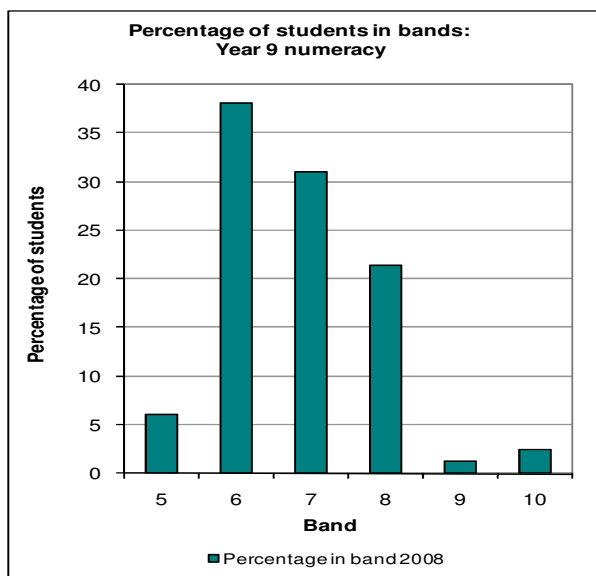
Literacy – NAPLAN Year 9

Year 9 students performed better in reading and spelling than writing, grammar and punctuation.



Numeracy – NAPLAN Year 9

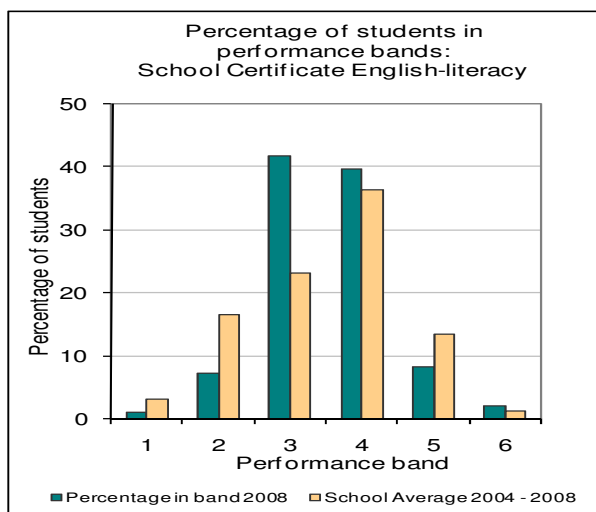
Numeracy in Year 9 continues to be an area of concern with girls performing better than boys.



School Certificate

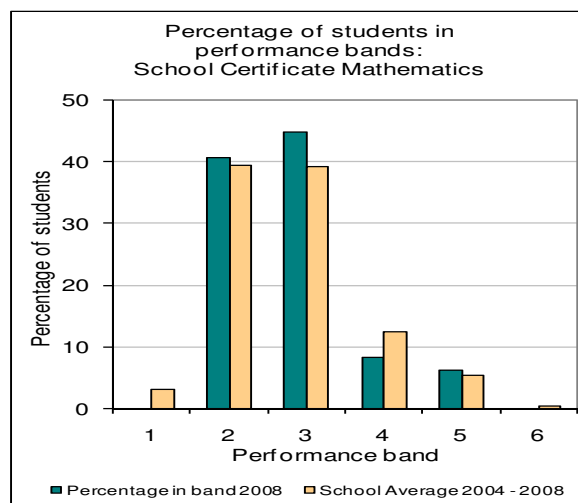
English

There are encouraging trends in the 2008 English grades with an increase in the number of students in band 6 and a decrease in the number of students in bands 1 and 2.



Mathematics

In 2008 no WHS students were awarded a band 1 and the number of students achieving band 5 was greater than the school average for 2007-2008.



Science

In 2008 the SC science results were below state average and the science faculty has investigated means to improve results. New programs have been written with emphasis on literacy and numeracy and science classes have been restructured to maximise student outcomes.

Australian History, Geography, Civics and Citizenship

Although students in both Australian History and Australian Geography performed below state averages, 3 percent of students gained Band 6 in history which is a great improvement over past student performances and better than the 2.6 percent for like schools.

The recommendations of the HSIE faculty's evaluation of 2008 will give the faculty direction to improve SC and HSC results.

Computing Studies

In 2008, 95 percent of students performed in either the competent or highly competent performance bands.

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

Students who on their performance in their year 5 BST were placed in the lower performing band, added similar or more value to their SC results than their state peers in all the external examinations. Students identified in this band in English, Mathematics, Science and Computing Skills added greater value than their state cohort.

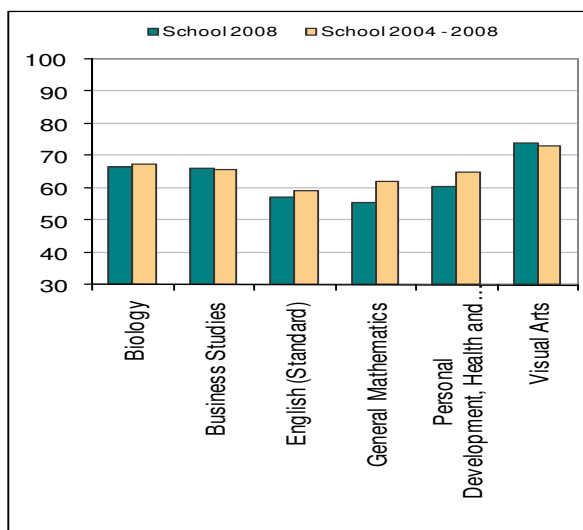
Work needs to be done by all faculties to ensure that these fine results are evident in all performance bands.

Higher School Certificate

HSC comparison data is very limited because data is only available for subjects with ten or more candidates.

In 2008, 46 students gained their HSC with 59 percent of students studying one or more VET courses. Two students gained a Life Skills HSC.

Results in 2008 were similar to those over the past 4 years. The graph below shows an improvement in Visual Arts and Business Studies.



Students studying Music I gained results equal to state averages while students who studied Industrial Technology, Extension I and Extension II Mathematics gained results above state averages.

Students achieved Band 6 in 2 unit courses and Band 4 in extension courses, (the highest achievement bands) in Primary Industries and in Extension I and Extension II Mathematics. A total of three students achieved Band 6 or equivalent while a total of seven students achieved Band 5.

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

In 2008 no figures were available for students identified on SC results to be in the middle or higher performing bands as the candidature was too small.

Students identified in the lower performing band added slightly less value than their state peers.

Vocational Education 2008

In 2008, 59 percent of all senior students (Years 11 and 12) were enrolled in at least one VET course. Students attended courses at WHS studying Business Services, Hospitality and Primary Industries; at Hawkesbury High School

studying Metals and Engineering and Construction at Richmond High School; and at TAFE studying courses like Animal Care, Hairdressing, Automotive and many others. 2008 also saw a plateauing of the number of students taking up School Based Traineeships and Apprenticeships.

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 2008

Percentage of Year 7 students achieving at and above minimum standard	
Reading	91.5
Writing	86.1
Spelling	89.7
Punctuation and grammar	85.3
Numeracy	93.1

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

Percentage of Year 9 students achieving at and above minimum standard	
Reading	90.9
Writing	75.6
Spelling	87.8
Punctuation and grammar	81.1
Numeracy	92.9

Aboriginal education

In 2008, Year 10 students Maryanne Pearson and Justin Verstegen were presented with highly commended certificates for being *Outstanding Aboriginal Students* as part of the Western Sydney Region Excellence in Education Awards. Year 10 student Maryanne Pearson was awarded the *Two Ways Together Scholarship*.

An Indigenous community information evening and BBQ was held in March to welcome parents and to inform them of the progress of the

Targeted Aboriginal Student Strategy (TASS) plan and the opportunities for Indigenous students at WHS. Personal learning plans for all Aboriginal students have been developed in consultation with the Aboriginal community. A meeting with every parent/carer and their child was organised to develop these plans. A peer mentor day at YMCA Yarramundi was held to assist the transition of Year 7 Aboriginal students to high school.

To educate all students about Aboriginal history and culture all Year 7 students complete the school developed course called *Jannungai Deerubbin*, or 'My Hawkesbury'. The course focuses on Aboriginal studies and local heritage. The course included field trips to sites of cultural significance and an *Indigenous Culture Day* where students participated in workshops on bush tucker, art, dance and dreaming stories. As part of *Jannungai Deerubbin*, Year 7 students present their own work at the Reconciliation Assembly.

Strong links with UWS continued with students attending the Open Day at Rydelmere Campus and the Green Expo at UWS Kingswood where students used the opportunity to learn about topics including climate change and recycling. The Badanami Allowah Dancers performed at both events. After a successful program with UWS Observatory at Kingswood campus in 2007, 15 Year 7 students participated in an evening of physics and astronomy in a tertiary setting, comparing an astronomer's view of the night sky with traditional Aboriginal peoples' view.



All students were given the opportunity to work with Bundeluk, a local Aboriginal artist on the rainbow serpent to be used in the Rouse Hill Town Centre Opening Parade. Aboriginal art workshops were held as part of the sport program during terms three and four.

Stage 5 Aboriginal Studies was introduced in 2008 and both Aboriginal and non Aboriginal students chose the course. Year 10 Aboriginal students and Aboriginal Studies students attended the annual three day camp at Wreck Bay. Students had the opportunity to learn about bush tucker, care for the environment and the rich

history of Indigenous people in this area of the South Coast. Aboriginal Studies students used this experience to complete a comparison of the NAIDOC celebrations in this area and the Hawkesbury. The Aboriginal Studies class was involved in a Schools Industry Partnership initiative working with Muru Mittigar to establish a bush tucker garden.

The Hawkesbury NAIDOC committee (part of the Merana Aboriginal Organisation, Richmond) held a meeting attended by Aboriginal Studies students. A transition day for Year 6 Aboriginal students in our partner primary schools was organised, with the assistance of Merana, on the Tribal Warrior. All Aboriginal students from Year 7 to Year 10 attended.

The Indigenous Leadership Group (ILG) held meetings during 2008 with the aim of helping Indigenous students feel that they can make a difference at Windsor High. Aboriginal students played integral parts in whole school activities including Clean-Up Australia and Education Week.



Multicultural education

WHS worked across the whole school community to ensure students from diverse ethnic, social and cultural groups experienced educational equity, empowerment and success.

All students from years 7-9 have undertaken school developed programs about cultural diversity and harmony in seminar classes. The course focussed on cultural identity, individual rights and responsibilities, being a positive role model, recognising and valuing cultural diversity in the society.

The ARCO group members meet every second month to discuss any issues, and plan to promote cultural diversity in school. We also worked with the SRC to distribute ribbons during Harmony Day and organised food stalls to acknowledge the different cultural food around the world.

Respect and responsibility

Students from years 7 to 12 participate in weekly seminar sessions. In the middle school, years 7-9, sessions are developed around the school core values of safety, teamwork, respect and achievement. Students work through a range of activities and discussions focussing on teamwork, bullying, communication, goal setting and self-esteem.

Guest speakers are regularly invited to the school to raise awareness of social and community issues. In 2008 students were addressed by guest speakers from the Duke of Edinburgh Award Scheme, Vietnam Veteran's Association, Richmond Women's Cottage, and Motivational Media presentations.



Year 7 students and peer support leaders participated in WHS's annual *Values Day*. Three sessions focused on developing Windsor's core values by asking students to consider their impact at a school, community and global level. At a personal level, students were to consider how they could achieve better at school by considering people who had overcome personal challenges. In the wider community, they investigated the role of people who keep the community safe through teamwork; and lastly, by raising awareness of the global issue of a safe living environment for all with a walkathon for our African foster child. The day was supported by many organisations including the Rural Fire Service, Salvation Army, NSW Fire Brigade, St John's Ambulance and National Parks and Wildlife.

Transition

Windsor High School runs a comprehensive transition program to welcome Year 6 students to high school and assist them to become confident members of the school community.

In 2008 the highlights were:

- 'Getting to know you' Year 7 BBQ for parents, teachers and students. This event also featured an Open Night incorporating student workshops and a student led information session showcasing the school.

- Performing Arts day – Year 6 students participated in workshops showcasing performing arts facilities including the dance studio, music and drama room.
- Science and Technology Applied Studies (TAS) day – Year 6 students from nine primary schools participated in classes in hospitality kitchens, metalwork rooms and science laboratories.



- Year 6 problem solving challenge involving five primary schools.
- Gala sports day featuring T-Ball and Soccer, where over 150 Year 6 students competed. Coaching Clinics conducted by the Sports Studies class were held at three primary schools to prepare students for the gala day.



- Year 7 camp – three days at the *Outdoor Adventure Site* at Wiseman's Ferry. This event provided an ideal opportunity to establish a strong sense of identity and community amongst both students and teachers.



Special Education

The Support Unit at WHS in 2008 experienced many changes, both to staff and the classes. The unit has classes for students with disabilities such as behavioural, emotional, multi-categorical, and severe to moderate intellectual disability.

A new multi-categorical class for students that have autism as well as an intellectual disability was established. WHS was chosen to establish this new pilot class and we currently have four students who each have an individualised program that focuses on each student's needs. The students have engaged in many different learning experiences such as Kurrajong Life Adventure, Power House, Sydney Observatory, Athletics Carnivals, Community Access visits and many other programs that focus on Life Skills such as Cooking and Sewing as well as our core KLA's Maths, English, Science and HSIE. We are very proud of the successful way our boys have transitioned into High School and look forward to the next five years.

This year one of our students successfully gained his Higher School Certificate in Life Skills and gained employment from his work placement.

In 2008 the Support Unit established many new programs such as mosaic tiling, bike repairs and screen-printing school recycling and a Soup Kitchen where students cook soup each week for the staff. Students have also been involved in work experience programs at Sunnyfield and Murrumbidgee and participate in a weekly community access program that teaches travel training and shopping skills. The class also has a special project, the Coffee Club, where they have learnt to make coffees to serve to staff and visitors. Our students have excelled this year at the Combined Metropolitan Swimming and Athletics Carnivals gaining many places in the top three competitors. The students have also enjoyed many excursions each term to the movies, museums and parks.



The support unit has introduced for 2008 a fully functioning kitchen complete with oven, refrigerator and freezer. All classes enjoy this resource and are able to cook each week following the mainstream curriculum for food technology. The unit has also introduced this year a gymnasium with specialised equipment that allows students to vary their PDHPE program and work on an individual fitness program designed for them by a fitness instructor.

Welfare

A Chaplain was appointed in 2008 who worked with students experiencing difficulty with peer relationships, helping to organise special programs and providing students with scripture opportunities.

Hawkesbury Youth Services have continued to support Windsor High School through its Breakfast Club one morning a week where students are able to take advantage of having a healthy breakfast provided free of charge.

The self-esteem program for girls, Shine, continued this year, expanding from Year 7 to Year 9 with a separate course running each term. A similar program for boys, *Strength*, was also implemented. Year 7 and 8 students participated in the *Youth Pathways* program in terms 1 and 2. Students received group and individual support in communication, goal setting and conflict resolution.

The Links to Learning Program was accessed by Year 9 and 10 students during term three and four. This program provided students with the opportunity to set goals and develop time management skills while completing a gardening project.



The community *Mentoring* program run by Northwest Youth Services continued with students from 2007. The program was very successful with all of our students achieving their goals, becoming engaged in the learning process and staying at school to complete their SC.

Peer Support involves Year 7 and Year 10 students. The program held in term one was led by 28 Year 10 leaders who had been trained the previous year. This program fostered the development of mentor relationships amongst our older and younger students resulting in a more cohesive school community

The Safe Schools co-ordinator ran a series of conflict resolution sessions with students as part of an ongoing anti-bullying program targeting students who have both volunteered for the program and also those were recommended to attend the program.

Combined health and community services provided an expo to provide information and support on a range of important health issues for senior students.



The school's welfare coordinators have two main aims. The first is to reward good behaviour and achievement and the second is to support students who are experiencing problems or underperforming at school. Students have diaries where they record stars for safety, teamwork, achievement and respect. There are four levels and students receive certificates on assemblies and letters home, as they work through the levels. On achievement of gold level, students are invited to a Principal's morning tea. At the end of each semester they are invited to a reward day; this year students attended Luna Park and Jamberoo. The award scheme culminates with the Windsor Star which was awarded to 20 students in 2008.



Weekly seminar periods continued with all students covering a range of different welfare topics from anti-bullying, health, studying techniques, and school-to-work programs. Many of these periods were used as a venue for guest speakers. Motivational Media again came to our school with a laser light production on motivating students to achieve their goals through education.

Progress on 2007 targets

Target 1. Current Year 8 students improve numeracy results in external testing.

Our achievements include:

- Consistent numeracy practices embedded in all Mathematics and PD/H/PE faculties' teaching programs
- Mathematics and PD/H/PE staff trained in and using Newman's Error Analysis to enhance students' understanding.
- Consistent numeracy language and techniques being used by staff.
- Intensive focus on numeracy by all staff culminating in Numeracy Week Activities

Target 2. Current Year 8 students improve literacy results in external testing.

Our achievements include:

- Strengthening of links with partner primary schools and the Middle school
- Students using the self-editing tool to improve quality of submitted work.
- Year 9 girls and Indigenous student growth in writing above state average and same education group

Target 3 To increase achievement and participation levels for Aboriginal students.

Our achievements include:

- 86% of Aboriginal students (38/44) have PLP'S developed with parental, student and school input.
- Cultural development activity conducted by Bundeluk, a local Darug Elder, at Cattai National Park on Staff Development Day term 3.
- Strengthened links through joint projects with Merana (Tribal Warrior Transition Trip), UWS, (UWS Green Expo), Muru Mittigar, Butucarben and the AECG (Richmond Hill Ceremony).
- Stage 5 Aboriginal Studies course introduced
- Aboriginal students represented on the SRC and as Peer Support Leaders. Three students are part of the regional Aboriginal leadership team. Three students received awards at Annual Presentation Dinner.

- More Aboriginal parents are attending Parent Teacher Evenings. Aboriginal parents now attending the local AECG meetings. Two have accepted executive roles.
- Attendance has improved for 7% of Aboriginal students.
- Year 9 NAPLAN results for Overall literacy; average growth was 23.3 for all students, 50.7 for Indigenous students, 36.7 for the State. Writing; average growth was 21.1 for All students, 53.1 for Indigenous students, 33.3 for the State. Above state average means for overall literacy, writing and spelling and punctuation. Gap between state and Indigenous students is half that of All students gap.
- Year 7 NAPLAN results for Aboriginal students showed that on average they added more growth than all students on average in the school in reading, writing and overall literacy but not numeracy. Gap between state and Indigenous students for Numeracy and Literacy is less than that of all students gap.

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 2008 our school carried out evaluations of the HSIE faculty and school culture.

Educational and management practice

Background

In 2008 students from Years 8 - 10, 77 parents and 90 percent of staff completed surveys on school culture.

Findings and conclusions

Parents were very positive about the school culture with more than 95 percent stating that the school praises and rewards individuals who are successful and 90 percent stating that the school encourages students to learn and do their best. Parents were also positive about the school encouraging new students and parents to become involved in school activities and school leaders having a positive influence on the school culture.

Staff and parents had very similar comments about the school making changes and finding ways to improve what it does with 70 percent of both groups agreeing.

Students did not fully support their parent's strong approval of the school with only 60 percent of students stating that the school praises and rewards individuals who are successful. This

figure has higher for senior students as were all the responses.

Seventy percent of Year 12 students stated that the school encouraged students to learn and do their best whereas 60 percent of the whole school agreed.

Future directions

The findings of the evaluation will give the new principal a feel for the school culture and assist in planning for the future.

Curriculum

The curriculum evaluation that was carried out for the 2008 ASR was a complete evaluation of the Human Society and Its Environment (HSIE) Faculty.

Background

An evaluation team comprising, Mrs Marilyn Lucas-Smith, Mr Jamie Galbraith, Mr Anthony Head (Head Teacher HSIE Quakers Hill High School) was led by Mr Gerd Kreiss. The team spent two days interviewing students and staff, observing lessons and examining teaching programs, external assessment data and SchoolMap statistics, which was gathered by surveying staff and students.

The terms of reference were:

- The effectiveness of teaching and learning strategies in engaging students to increase performance in external examinations.
- Identify elements of best practice relating to the quality teaching element of 'significance' demonstrating improved learning outcomes in HSIE

Findings and conclusions

The terms of reference were evaluated using the above strategies and findings and recommendations produced from the information gathered. The following points provide a summary of the key recommendation.

- Review of assessment procedures to reflect assessment for learning.
- Assessments to reflect external examinations.
- Develop classroom strategies to engage students with differing abilities.

Future directions

The findings and recommendations will be analysed and action plans developed to address the recommendations.

Other evaluations

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2010 the school is to join a new sporting zone, which will give the school the opportunity to be involved in weekly grade sport. Parents were questioned at P&C meetings, parent-teacher evenings and at various other school functions, students had the opportunity to complete a survey expressing their willingness to participate in grade sport.

Staff and the parents questioned were very keen to have the school participate in weekly grade competition. Parents saw the grade competition as an extension of the primary school interschool sports afternoon.

Of the 290 students who returned there surveys 55 percent stated that they would be interested in competing in a regular grade sport competition.

In 2009 the school will investigate the possibility of competing in the interschool competition.

Professional learning

Professional learning funds were primarily spent on three main areas: Focus School Support (FSS) literacy and numeracy, beginning teachers and syllabus implementation. Each faculty received an average of two days professional learning to support the school's (FSS) program. In addition staff undertook 53 individual days of training and development.

In 2009 training and development funds will be focused on the literacy program 'Read to Learn' and the numeracy program 'Counting On'.

School development 2009 – 2011

A draft school plan is available from the school. The plan will be finalised early 2009 when the new principal takes up his/her position and it is ratified by staff, and parents.

Targets for 2009

Target 1 To improve student learning outcomes in the Higher School Certificate

Strategies to achieve this target include:

- professional learning for staff
- SMART data incorporated into faculty plans and individual teachers using SMART data
- academic reviews for students at risk of either non-completion of the HSC or underperformance in the HSC
- quality teaching incorporated into teaching programs and practices
- attendance monitored and discussed with individual students each week

Our success will be measured by:

- no groups (lower, middle or higher band students) plot in the lower 20 percent range in value-added progress
- increase by 2 percent the number of students in bands 5 and 6
- students, parents and staff participation in academic reviews
- attendance levels improve by 4 percent

Target 2 To improve student learning outcomes in the School Certificate

- professional learning for staff
- SMART data incorporated into faculty plans and individual teachers using SMART data
- academic reviews for students at risk of non-completion of the SC
- quality teaching incorporated into teaching programs and practices
- attendance monitored and discussed with individual students each week

Our success will be measured by:

- no groups (lower, middle or higher band students) plot in the lower 20 percent range in value-added progress
- increase by 2 percent the number of students in bands 5 and 6
- students, parents and staff participation in academic reviews
- attendance levels improve by 2 percent
- retention rates improved by 3 percent

Target 3. To further increase achievement and participation levels for Aboriginal students.

Strategies to achieve this target include:

- development of personalised learning plans for all Aboriginal students
- staff accessing the SMART data and Personal Learning Plans for Aboriginal students
- Aboriginal students encouraged to attend after school Learning Hubs
- continued links with the AECG and other community agencies
- parent involvement in attendance monitoring.

Our success will be measured by:

- all Aboriginal students achieving at a level equal to, or greater, than that of the school population
- 10 percent increase in Aboriginal students attending 95 percent of the time
- improvement in the rate of assessment tasks completed
- retention rates for year 11 to year 12 improved
- aboriginal students in leadership roles within, and beyond the school community
- community participation and involvement in school activities and programs.
- in Year 7 fewer students performed in the lower bands for writing in 2008 than 2007. Girls in particular (10%) moved into the middle bands.
- year 9 students performed better in reading and spelling than writing, grammar and punctuation..
- numeracy for Year 7 shows improvement in 2008 with an upward trend from 2007. Numeracy in Year 9 continues to be an area of concern with boys performing worse than girls.

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.

Mr Gerd Kreiss (Relieving Principal)

Mrs Christina Kreiss, Ms Lee Windon, Mrs Kerrie Corr, Mrs Yatesh Kashyap, Mrs Yolanta Calvert, Mrs Elizabeth Ruis, Mr David Hawes (teachers)

Mrs Julie Gough(parent)

Ross Annesley, Emma Knobbs, Kearna Rutherford, Mark Sheridan (students)

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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>