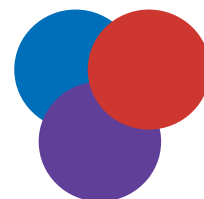


# Windsor High School Annual Report



2015



**WINDSOR**  
HIGH SCHOOL

8396

## Introduction

The Annual Report for 2015 is provided to the community of Windsor High School as an account of the school's operations and achievements throughout the year.

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

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## School background

### School vision statement

Windsor High School both leads and responds to the needs of the local community in providing outstanding opportunities to students who draw from all backgrounds.

We respect the dignity of each individual in walking and learning together as equal partners. The school responds to each student's needs to develop individual pathways to success.

Our teachers model life-long learning principles, always willing to examine their own practice and seek continuous improvement to provide students with the skills and experiences to be part of the global community.

### School context

Windsor High School is a comprehensive high school of about 450 students, located in the Hawkesbury Valley. Students draw from Wiseman's Ferry in the north to Bligh Park in the south.

The school's Index of Community Socio-Educational Advantage (ICSEA) value is 932 (national average is 1000) with 54% of students from families in the lowest quartile of advantage and 4% in the top quartile. The school receives additional funding under the Resource Allocation Model (RAM). Enrolment is comprised of about 11% ATSI and 8% LBOTE students. The school has a Support Unit for students with emotional and intellectual disabilities.

Over the past six years, the school has focused on establishing highly effective systems and structures in student welfare, school organization, curriculum and teacher professional learning. It has established a positive learning environment and a culture that focuses on learning with the aim of improving outcomes for students leaving the school.

The school has used its RAM and Improving Literacy and Numeracy National Partnerships (ILNNP) funds to support Aboriginal students in their learning and to increase retention to HSC, to provide all senior students with access to qualified tutors, to train all teachers to better teach literacy and reading skills, to offer more challenging learning programs to GAT students, to offer programs to engage students at risk and to increase the level of teacher and executive leadership.

The most recent “Tell Them from Me” student survey shows that students across all cohorts are at or above state average in almost all positive areas of school life, an improvement on the 2013 results. However, students’ expectations of completing Year 12 and also of pursuing university as an option post high school is below state average and this will be a focus of the 2015-2017 school plan.

## **Self-assessment and school achievements**

### **Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the Learning domain the school is developing processes to strengthen teacher quality, focusing on curriculum and learning and our whole school learning culture. A focus on quality teaching through the lesson study program enabled teachers to work together with student engagement as a priority. A focus has also been on engaged learners achieving their full potential and improved literacy and numeracy outcomes for all students. The school was sustaining and growing in this area as teachers benefited from analysis of data including NAPLAN and placement on continuums to inform learning. Students were also informed about assessment procedures and their understanding of these increased to enable improvements in performance measures. Student Wellbeing was developing throughout 2015, with several programs running to support student learning in the classroom. These programs included Max Potential, Muru Burrapur, PACT, BAM, Allowah Day, tutoring, Norta Norta and the Boy’s Program. Community collaboration was sustained and growing as links with primary schools were fostered to assist students with transition into high school.

In the Teaching domain the school is working towards whole school differentiation practices and will continue this into 2016. Emphasis has been on differentiation training and writing programs that reflect differentiated practices, specifically using a concept-based approach to learning in the classroom. Collegiality between teachers was developed through the Lesson Study Program, designed to increase teacher observations of one another and allow for joint production of resources and programs with a focus on increasing student engagement; modification of these programs and lessons was a vital aspect of teacher development. Literacy and numeracy strategies for 2015 saw the school developing in the Teaching domain as data was used to inform appropriate teaching strategies and literacy and numeracy was embedded across all KLAS according to areas of need. Processes were developed to ensure HSC tasks were monitored for every HSC teacher to assist teachers in meeting BOSTES requirements. HSC and NAPLAN analyses were used to inform teaching strategies.

In the Leading domain the school is developing in strengthening teacher quality, using data and feedback to inform whole school directions, reflected in teacher’s Personal Development Plans. Support was given to teachers undertaking the Lesson Study program to assist teachers to produce teaching resources of high quality. Leadership was developed through the implementation of National Teaching Standards and induction meetings and PLPs for beginning teachers. Supervisors assisted all teachers to develop PDPs that were linked closely with whole school directions in the school plan. Teachers were also supported to improve assessment procedures as policies were updated and clearly communicated with all teachers. Reviews of HSC assessment tasks and practices also provided further support for teachers in this area. The school’s White Ribbon Team was established and comprised of both teachers and students, providing a broad range of leadership opportunities within the school as they worked together on the project. Leadership opportunities were also sustained through the primary school partnerships project, with several



staff involved in organising, running and evaluating transition and orientation activities, developing stronger links with feeder primary schools.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.



## Strategic Direction 1

### Strengthening Teacher Quality

#### Purpose

Teacher quality and leadership is crucial to students' success. A focus on strengthening teacher quality will ensure teachers are confident and skilled professionals, who set high expectations for themselves and their students. Teachers foster a culture of knowing how learners learn within a 21<sup>st</sup> Century context, through continuous learning, collaboration, leadership and reflective practice.

#### Overall summary of progress

Processes for this strategic direction were assessed regularly throughout the year. Differentiation training occurred for all executive in term 3 as planned. Implementation of differentiation strategies was delayed until 2016 due to several Head Teachers needing more support to apply the content in their own programming and lesson planning, and to then deliver the content to their faculties with confidence. A small number of Head Teachers began adjusting their own programs and lessons using the differentiation practices provided in their training and reported it to be highly successful in improving their ability to meet the needs of many different learners in their classrooms. Lesson study was successful within three of the four faculties who were implementing last year. The successful faculties reported it to be a positive program that allowed them to collaborate and work as a team to improve effective practice and student learning outcomes. A planned review of the Lesson Study structure occurred at the end of semester one and a new initiative was developed to meet the school's needs through a Quality Teaching Program. This program was also adjusted after evaluation in term four, to implement in Term 1 2016. Systems were developed to assist in the implementation of National Teaching Standards across the school, with a focus on beginning teachers seeking accreditation. The coordinator was trained externally and worked with the Deputy Principal to develop a school-based program for induction and support. This program was very successful, with all beginning teachers completing their accreditation in 2015. The coordinator also trained relevant Head Teachers in the processes to ensure they were equipped as mentors for staff in their faculty. This program was reviewed at the end of 2015 and some adjustments made for further success in 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Documentation confirms the school has embedded and explicit systems for induction, teacher reflection and goal-setting, collaboration (within and beyond the school), classroom observation, modelling of effective	A Head Teacher Teaching and Learning was funded through the RAM equity loading to support the goals of this improvement measure: to establish practices and ensure continuity into the future. Teacher reflection and goal-setting was established through implementation of the Professional Development Framework. Teachers were supported through their Professional Development Plans and goals were set that aligned with whole school strategic directions. Lesson study was implemented successfully in three faculties, giving staff opportunities for collaboration, classroom observation and modeling of	\$21922

practice and teacher feedback.	effective classroom practice. An induction program was established and both beginning teachers and those new to the school were given support from both faculty Head Teachers and Head Teacher Teaching and Learning.	
All faculty programs include student-centred learning and the embedding of differentiated practice in relation to assessment tasks, class activities and teaching strategies based on evaluation and evidence.	A pilot ran of differentiation strategies in Term 4 2015, following the executive training in conceptual frameworks. Three Head Teachers used the conceptual framework in their programs and class activities, and to inform their teaching practices. This pilot was evaluated in Term 4 and combined with feedback from the initial training to develop a modified structure for programming. The decision was made to implement this structure in semester one 2016 by the English and HSIE faculties.	\$4236

## Next steps

A model for differentiation – the ACE model (Adjusted, Core, Extended) – will be piloted by two faculties through the Quality Teaching teams and evaluated prior to professional learning for all teachers in Term 3. Faculty programs will be reviewed, with the support of Senior Executive, to establish areas for improvement in differentiation and decide where the ACE Model can be integrated into existing programs most effectively. Head Teachers will be responsible for supporting classroom teachers in implementing the ACE model in all faculty programs to ensure differentiation is occurring in all classes to improve student learning outcomes.

Six Quality Teaching Teams will work together on a weekly basis to undertake a project identified by them as an area of interest or need for themselves and/or the whole school. Teams will develop outcomes for their projects, under the guidance of Shannon Mudiman and will meet with the Deputy regularly to meet accountability requirements and to monitor progress. During semester 1 each team will present to the whole school staff to share their project outcomes and progress. During semester two each team will provide staff professional learning as they share the achievements and outcomes of their QT project. The major objectives of the project are to develop collegiality, observation and professional dialogue between teachers and encourage teacher self-reflection.

The school will move further into accreditation training in 2016, looking specifically at HAT and Lead Teaching Standards to meet the needs of experienced teachers being accredited. A culture of teacher observation will be further built upon, as all supervising teachers will be aligning classroom observations with goals identified in teacher's Professional Development Plans. Teachers will be encouraged to aim for accreditation standards at Highly Accomplished or Lead level, according to their experience and ability.

## Strategic Direction 2

Engaged Learners, achieving their full potential

### Purpose

Student learning and engagement go hand in hand. To ensure success, students need to be supported to become independent, creative, confident and resilient life-long learners who contribute positively to the broader community. We will do this by developing a school environment that fosters high levels of student engagement and meaningful learning opportunities, enabling the successful transition of all students into post-school education and career pathways.

### Overall summary of progress

Progress in this area was assessed throughout 2015, with the majority of milestones being completed in a timely manner. A literacy action plan was developed that ensured successful introduction to writing strategies across all faculties. Staff were trained and delivery planned for Term 1 2016. NAPLAN data was analysed, the numeracy team identified five focus areas and worked with three targeted faculties to improve numeracy outcomes in these areas. White Ribbon was introduced to the school after a small team of teachers and students were trained. Opportunities were provided for students to work alongside teachers to develop this program and plan school events. A Head Teacher Curriculum was appointed to lead an assessment and curriculum team in evaluating current assessment policies and procedures. A reflection process was undertaken by all HSC teachers to improve their assessment processes and tasks to ensure all BOS requirements are being met. Two classroom teachers and one head teacher began the 8 Ways of Learning Training to promote quality teaching and inclusion of Aboriginal perspectives and content. This training will be presented to all teachers early in 2016 to allow for improvements in this area across all KLAs.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
External performance measures (including student growth and value-added measures and rates of students completing year 12) show high levels of achievement and positive growth for all students, including equity groups. Achievement will be measured by SMART data, destination survey, retention rates to Year 12, Tell Them From Me survey.	Initiatives in literacy, numeracy and assessment were implemented to support student achievement in 2015. Whole school action plans were developed to implement strategies to support greater student engagement in learning. Policies and procedures for assessment, feedback and reflection were designed and evaluated in conjunction with the professional learning of staff in order to promote consistency across the school to foster student achievement. External data shows student growth in the areas of literacy and numeracy although further strategies are needed for greater improvement in 2016. Student retention has improved and is predicted to grow further in 2016. The destination survey depicted that a greater proportion of our year 12 students went onto access higher education e.g. university.	\$16529
All measures of student engagement and drivers of student learning are at or above state average as measured by Tell Them From	Tell Them From Me survey was completed by students, staff and Parents. Of the twelve Drivers of Student Outcomes ten areas were better than the state norms. The two areas needing further improvement are: Students planning to finish year 12	\$0



Me survey.	– 70% at WHS compared to a norm of 84% and Students planning to go to university – 47% at WHS compared to a norm of 65%.	
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## Next steps

Literacy professional learning will be conducted in term 1, 2016 to prepare teachers for incorporating an extended response assessment task into every year group in semester two as a method to increase student confidence and engagement. Focus will be on teaching students how to write a paragraph using PEEL and up-skilling teachers to give effective feedback using NAPLAN marking guidelines, ensuring students increase their confidence and capability in writing paragraph responses across KLAs. Teachers will use formative and summative assessment to inform their teaching.

Teachers will be supported to implement Stage 4 numeracy strategies found in the Numeracy Skills Framework for their KLA. All teachers of years 8 and 9 will complete a NAPLAN analysis of their individual class to identify areas of need. Teachers of mathematics will focus on the five areas of greatest need through the use of games and puzzles to engage students.

White Ribbon will continue as a focus for the school, with all KLAs embedding White Ribbon strategies in all learning and teaching programs. Further whole school focus will provide the team of staff and students to implement another White Ribbon Day in 2016, when we will also seek to become a White Ribbon accredited school.

Stages 4 and 5 assessment schedule books to be introduced for Semester 2 2016 and continued into 2017. HSC assessment review to continue.





## Strategic Direction 3

Inspiring a culture of school and community collaboration

### Purpose

Students thrive when parents and communities become partners in the learning process. We will build, through organisational practices, a supportive educational community that inspires a culture of collaboration, engaged communication and empowers leadership and involvement between school, parents and community.

### Overall summary of progress

The three areas of focus for this strategic direction in 2015 were student leadership and PBL, developing primary school partnerships and school promotion and communication. Strategies were developed for improving the Student Representative Council, focusing on identifying school roles for SRC, increasing captain profiles, accessing suitable leadership programs and annual fundraising initiatives. An annual scope and sequence was established for the SRC and a plan developed for 2016. Primary school Principals were surveyed to collect data that drove the transition and links programs between WHS and our feeder primary schools. Links programs were developed to target years 4 and 5 students and transition and orientation days were held for year 6 students and their parents.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Quality student leadership programs that operate in school and community and which engage all students, including ATSI students as measured by Sentral records.	Improved Student Leadership opportunities were created through programs such as PACT, Muru Burrapur, White Ribbon and SWOT (RUOKday). Community links were developed with Aboriginal Legal Aid and senior students through a presentation on the legal ramifications of racist behaviour. Harmony Day was run by a team of students and staff, including the ARCO, to promote student leadership and promote culturally inclusive practices. Teachers promote teaching and learning programs that foster student leadership and understanding of diversity through a wide range of different resources within the classroom, catering to different understandings of culture.  An increase in the number of positive referrals on Sentral is evidence of the improvements.	\$8130
High level of community satisfaction with school's achievements, practices and standing in the community, and increased community participation in school life, measured via survey data and meeting records.	Data collected through surveys and meetings indicated that community satisfaction was improving but identified the need for more communication. Feedback from community groups and the provision/invitation of WHS to be appointed in key leadership roles further increased positive community exposure.  Community links were set up through many school engagements, including culturally appropriate celebrations such as the graduation ceremony for the Muru Burrapur program.	\$2500

## Next steps

SWAT and SRC student leadership teams will be re-established for 2016, with SRC providing office-bearing positions to students. STAR (previously a PBL strategy) will be re-introduced to the school, with a new staff team to organise a small group of student leaders who will assist in teaching students about the school core values of Safety, Teamwork, Achievement and Respect and fostering an atmosphere of school spirit and collegiality amongst students. Other student initiatives will continue to run such as PACT, Muru Burrapur, Max Potential and Sorry Day.

Primary School Partnerships will continue to be developed, with the appointment of a Learning Community Co-ordinator who is responsible for the co-ordination of the links program and surveys of Primary Principals to collect relevant data. Meetings will be held to develop links with primary classroom teachers and teachers at Windsor High School to assist in years 6-7 transition issues.

School newsletters will be produced every week and emailed to all parents and interested community members to ensure up to date and effective communication with the school community. Parent teacher interviews will be booked online to enable better access for parents who will be able to control their own bookings for the evening. Use of social media will increase, such as the WHS Facebook page to further improve communication with the community.

Ties with the community will be strengthened through a breakfast program where key community groups will be invited to attend, such as Lions, Rotary and Chamber of Commerce.



## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>Second Deputy was employed to focus on supporting Aboriginal students and programs, such as Muru Burrapur. Muru Burrapur is a program targeting the improvement of cultural knowledge for Aboriginal students. This program led into an Aboriginal Leadership Program for 2016.</p> <p>8 Ways of Learning Training was completed by two teachers, with a view to training all school staff in 2016. Resources were purchased to promote quality teaching and the inclusion of Aboriginal perspectives and content across all KLAS and to support the implementation of 8 Ways of Learning. A library section was established for this purpose.</p> <p>Allowah Day at Yellomundee was attended by Aboriginal students and two teachers.</p> <p>An artist was employed to run Aboriginal Art classes for students once each week. A barista course was also run for eight weeks with students receiving accreditation through TAFE.</p> <p>Fifteen students attended five days to participate in the AIME program. Three Year 12 students graduated from the program in 2015.</p> <p>A bush tucker garden of Cumberland native plants was established to enable students a project to maintain and use the food from the garden. This project will be continued in 2016. This project will give students an aspect of environmental education and provide links to similar community projects, such as firestick farming at Yellomundee.</p> <p>A rewards day was provided for students at the end of the Muru Burrapur Program.</p>	\$36900
<b>English language proficiency funding</b>	<p>English as second language/dialect students were tested using the York Assessment for Reading and Comprehension tool. They were also placed within phases and learning plans were devised for those students who required them.</p> <p>The Learning and Support Teachers scheduled one on one and small group work</p>	\$5262

	<p>sessions with students who were developing and consolidating their English skills.</p> <p>The learning and support teachers also worked in a team-teaching capacity with classroom teachers to assist student learning outcomes in the classroom setting.</p>	
<b>Socio-economic funding</b>	<p>Several appointments were made in the school to develop and sustain a positive school culture and effective teaching and learning, including: Welfare, Curriculum and Teaching and Learning Head Teacher positions and a second Deputy position for one semester.</p> <p>Expectations of students, teachers and the community have been raised through the consolidation of the Gifted and Talented education program in Stages 4 and 5, with many students and families expressing their satisfaction with the GAT classes. Teachers and executive members began GAT specific training to increase student's engagement in their learning across KLAs.</p> <p>Student assistance funds were allocated to allow for families to seek financial assistance, ensuring that no student should miss out on any opportunities due to monetary issues.</p> <p>A technology upgrade allowed for improved access to technology for teachers and students, with the re-establishment of a computer lab in B block, including twenty new computers, desks and an upgrade to the cabling.</p> <p>Student learning outcomes in literacy was a focus, with literacy specific resources being created by English teachers to meet the needs of students at various levels of their learning. These literacy initiatives are designed to assist in improvements in learning outcomes across KLAs and complement future literacy initiatives in writing extended responses.</p> <p>Air conditioning was installed in several classrooms that are adversely affected by extremely hot conditions, to allow for a more comfortable and productive working environment for students and teachers.</p>	\$169934
<b>Low level adjustment for disability funding</b>	<p>Disability Standards Training was provided online for all staff members to provide a framework to ensure that students with a disability are able to access and participate in education on the same basis as other students. Some SLSO's were trained in Multi-</p>	\$49756



	<p>Lit to assist in the improvement of reading skills for students with low literacy levels. Others were trained or re-trained in manual handling, tube feeding, accidental counselling, Non-Conflict Interventions and health care procedures to meet the needs of all students.</p> <p>Individual education plans are designed in consultation with all stakeholders to develop a plan which is then reviewed ongoing to meet the student's learning needs.</p> <p>Reasonable adjustments have been made in the school, including height adjustable tables and specialist equipment was purchased to meet the student's learning needs, including sports equipment and slings for lifting students in the Support Unit. Teachers also make adjustments in the classroom, such as coloured paper for sight impaired students.</p> <p>Integration Funding has been used to employ Student Learning Support Officers (SLSO) to assist students in transport to and from classes, within the classroom and during breaks. This has led to improved student learning outcomes as students are able to access a broad curriculum and are able to integrate into the whole school, including during breaks.</p> <p>The school is a member of the Learning Difficulties Coalition and teachers participated in the professional learning they offer each term to ensure all staff are up to date on current research into disabilities.</p> <p>The school's Learning and Support Team caters for the learning needs of referred students through developing individual case management plans.</p>	
<b>Support for beginning teachers</b>	<p>A new accreditation co-ordinator was appointed in 2015 and she attended training in order to support teachers seeking and maintaining accreditation.</p> <p>Three permanent teachers were seeking their accreditation and two temporary teachers. Four of these teachers submitted their accreditation portfolio in 2015 and one will do so in 2016.</p> <p>Beginning teachers were partnered with a mentor teacher who was also trained by the co-ordinator to ensure that collaborative practices, ongoing feedback and support were embedded into school structures.</p>	\$31084

	<p>Several casual teachers were also supported by the co-ordinator, who ran professional learning sessions specifically designed for their needs.</p> <p>An induction program for beginning teachers was established in the beginning of term 2. This program supported new teachers with the transition into the structures of the school, as well as focusing on classroom and behaviour management, strategies to build student engagement and developing productive relationships with parents and caregivers. This program was based on the Great Teaching, Inspired Learning Framework.</p> <p>Beginning teachers were given the opportunity to participate in Lesson Study to facilitate collaborative professional practices within the school.</p> <p>Beginning teachers were given many professional learning opportunities, including beginning teacher days, faculty programming supported by Head Teachers and curriculum specific days focused on senior programs.</p>	
Other school focus areas	Impact achieved this year	Resources (annual)
<b>Boys Program</b>	<p>Ten boys in Year 10 continued in the Boy's Program for the first six months of 2015. Every Thursday the boys worked on projects around the school that had been identified as meeting the program outcomes, including numeracy and literacy. Projects included:</p> <ul style="list-style-type: none"> <li>• Building and restoration of outdoor furniture in Support Unit</li> <li>• Garden seating and edging in Junior Quad</li> <li>• Masonry and Timber seating in Senior quad</li> <li>• Garden edging and seating in Bus Bay area at front of the school</li> </ul> <p>The outcomes at the end of the program included increased retention rates remaining at school, improved individual results in classwork and overall academic results, improved employability as vocational trade based skills are learnt and an increase in maturity and leadership skills.</p> <p>In Term 3 2015 a new group of boys was inducted into the program, with 11 Year 9 boys starting. These boys completed their White Card course and undertook the following projects:</p>	\$1300

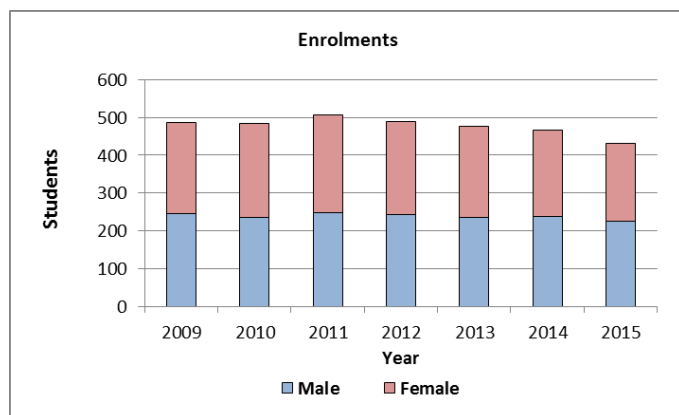
	<ul style="list-style-type: none"> <li>• Landscape maintenance program around the school</li> <li>• Carpentry repairs and library work centres assembled</li> <li>• Design and quantity surveying for outdoor classroom aligned with 8 Ways of Learning and Quality Teaching Program</li> <li>• Assisted with milling of tree at front of school</li> <li>• Quantity surveying for second seating and garden edge in junior quad</li> </ul>	
<b>Norta Norta</b>	Two Norta Norta tutors were employed to support students in Years 7-12, targeted through NAPLAN results. They were responsible for developing Personalised Learning Pathways in consultation with student families and Aboriginal Education Team. Laptops were purchased for the use of this program.	\$76675
<b>Muru Burrapur</b>	<p>“Pathway to Tomorrow”</p> <p>The philosophy behind the program was to engage Aboriginal students in a cultural pathway that would lead to a greater sense of identity and pride in being an Aboriginal student at Windsor High School. The program targeted Aboriginal students in years 7 and 8 who completed an eight week program one day a week that was funded through Aboriginal programs Mount Druitt. This was a pilot program developed by Windsor High School to improve engagement at school for students and develop community partnerships with our local Aboriginal community. The outcomes of this program were improved attendance and academic results and less behavioural referrals for the students involved in the program. The impact of the program has facilitated greater community involvement in other Aboriginal programs and a commitment to repeat the program in the following year.</p>	\$8000

## Student information

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

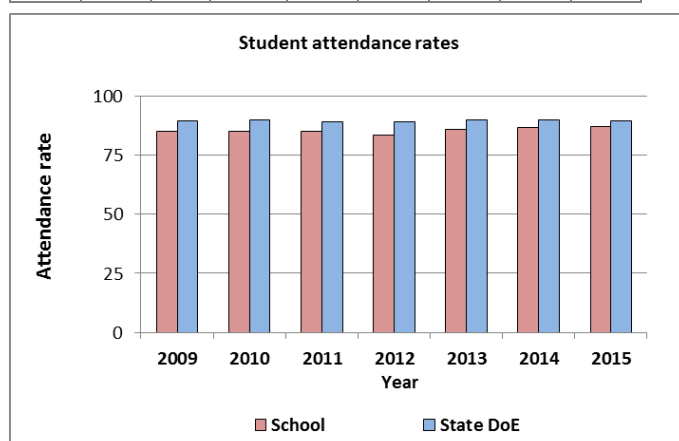
### Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	245	235	247	243	235	237	224
Female	240	249	258	245	243	230	208



### Student attendance profile

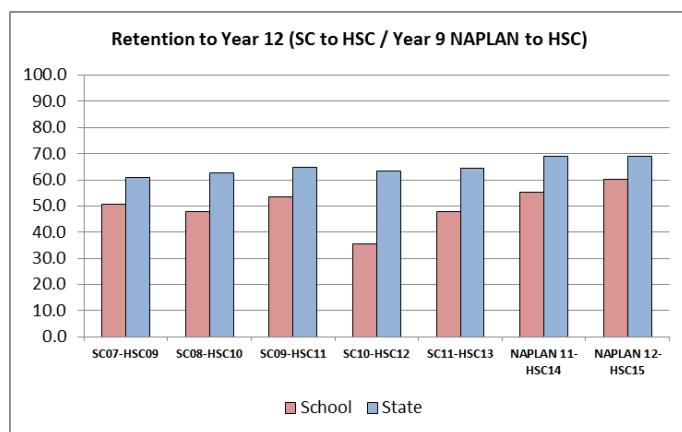
	Year	2009	2010	2011	2012	2013	2014	2015
School	7	90.2	88.0	90.1	87.2	88.7	90.1	91.3
	8	88.6	86.7	85.5	87.3	89.0	85.4	84.3
	9	83.7	85.9	85.6	83.6	86.3	88.9	86.2
	10	83.4	83.7	86.7	79.6	80.7	81.5	86.0
	11	80.1	83.0	75.8	80.5	88.2	88.6	84.9
	12	85.8	83.1	83.2	83.9	84.2	87.6	92.6
	Total	85.3	85.3	85.1	83.6	86.1	86.7	87.2
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



### Retention Year 10 to Year 12

	SC07-HSC09	SC08-HSC10	SC09-HSC11	SC10-HSC12	SC11-HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	50.5	47.9	53.7	35.7	47.9	55.1	60.3
State	61.0	62.7	64.7	63.4	64.5	69.1	68.9

Previous Methodology (SC to HSC apparent retention)



### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	6.9	14.81
employment	0	15.8	40.74
TAFE entry	88.9	15.8	22.22
university entry	0	0	22.22
other	0	21.1	0
unknown	11.1	50	32.5

A destination survey of the 2015 HSC cohort was conducted on March 20 2016. Of the 40 students in the HSC Cohort 27 (67.5%) were successfully reached.

44.44% students studying at university or TAFE

40.74% students working

14.81% students actively looking for work and/or study

#### Full time study

For those students who chose full-time study, there was an equal division between students who are engaged in full-time study at university and TAFE. Of notable interest was a developing trend (66%) of TAFE students who indicated that TAFE study was a prelude to university study.

Of the students who were engaged in full-time study 61.5% had a part-time job or were actively looking for one.

The most popular courses studied across both institutions were; Information Technology, Music, Teaching and Science.

#### Employment.

Of those students who were employed 55% had full time jobs whereas students who had part-time jobs accounted for 45%. Of those students with full time jobs 66.6% had an apprenticeship or a traineeship whereas 33.3% worked across various industries.



The most popular apprenticeships were: mechanic, electrician and cabinet maker.

The most popular traineeship was: childcare services.

Of the students who were employed on a part-time basis, a number of those students (60%) held two positions simultaneously whereas 40% only held the one part-time position. Of this sample, 90% of students were receptive to further training and learning opportunities particularly with TAFE and university whereas 10% indicated their part-time work was a prelude to working in the family business.

The most popular part-time work industries were tourism and hospitality.

### Year 12 students undertaking vocational or trade training

In 2015, 28 students (60% of the cohort) undertook vocational education or trade training courses as part of their HSC credential. The courses included: Business Services, Primary Industries, Retail Services, Industry-based Learning, Entertainment, Hospitality, Information and Digital Technology, Sport, Fitness and Recreation, Animal Studies, Beauty.

### Year 12 students attaining HSC or equivalent vocational educational qualification

47 students (98% of the cohort) attained their HSC in 2015, with one student continuing on Pathways in 2016.

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	27
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	10.78
Other positions	1.4
Total	60.68

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Ms Zenai Beale, an Aboriginal teacher appointed to Windsor High School in 2014, completed her second year of full-time employment and submitted her accreditation portfolio with the NSW Institute of Teachers in 2015 to achieve Proficient Teacher level.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	83.78
Postgraduate degree	16.22

### Professional learning and teacher accreditation

Windsor High School staff recognizes that a teacher's ability to teach well is the greatest influence on learning outcomes for students. Teacher professional learning (TPL) funds were distributed equitably across all faculties with an average of \$420 spent per teacher across the year. Approximately \$3500 of TPL funds were used to provide faculty-based, subject-specific courses for individual teachers.

In 2015 a number of school-based initiatives focused on improving teacher quality and collaboration were implemented. Following on from a pilot program the year before, Windsor High School established 'Lesson Study', a structure that allows teams of teachers to plan, develop, implement, observe and reflect on lessons targeted at the needs of specific student cohorts.

2015 also saw the implementation of the new NSW Curriculum in the core subjects of English, History, Mathematics and Science for Years 8 and 10. TPL funds were used to access external courses linked to specific content areas, as well as to provide faculties with time to collaboratively plan and program. Whole school TPL was provided to enable better use of Web 2.0 tools to improve communication in classrooms and access to using technology. Teachers were trained specifically in using Weebly to design webpages and Edmodo and Google Apps to meet 21<sup>st</sup> century learning needs by building a collaborative platform for students to access both in and out of the classroom.

Three permanent teachers were seeking their accreditation and two temporary teachers. Four of these teachers submitted their accreditation portfolio in 2015 and one will do so in 2016. Two permanent teachers submitted their Maintenance of Accreditation at Proficient Teacher level.

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	528439.73
Global funds	400883.78
Tied funds	496052.95
School & community sources	112984.92
Interest	15828.56
Trust receipts	40934.30
Canteen	0.00
<b>Total income</b>	<b>1066684.51</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	93198.76
Excursions	18506.27
Extracurricular dissections	10528.94
Library	7812.57
Training & development	112.85
Tied funds	529526.37
Casual relief teachers	66004.87
Administration & office	65690.83
School-operated canteen	0.00
Utilities	106019.66
Maintenance	58687.50
Trust accounts	51316.11
Capital programs	0.00
<b>Total expenditure</b>	<b>997858.92</b>
<b>Balance carried forward</b>	<b>597265.32 0.00</b>

## School performance

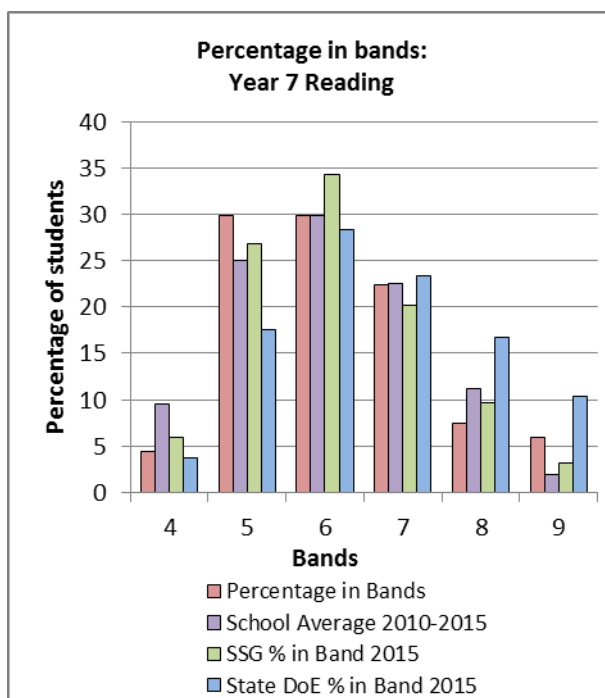
### NAPLAN

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.

**NAPLAN - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

### Year 7 NAPLAN Reading

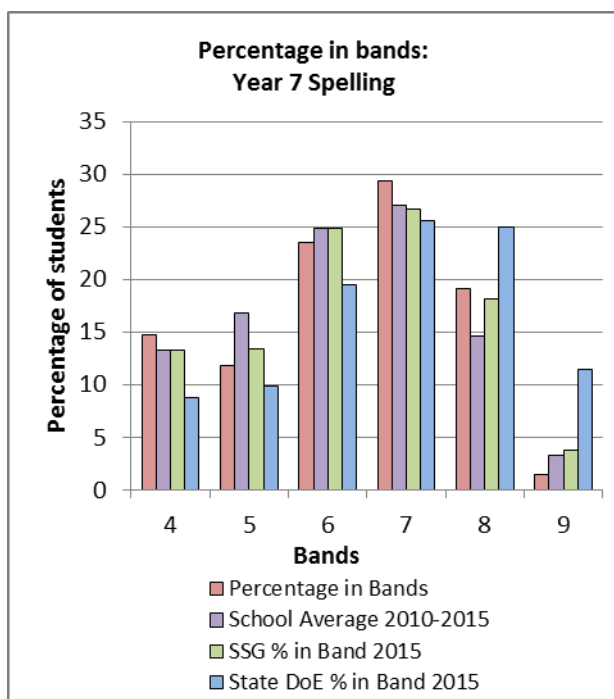
Average score, 2015	School		SSG		State DoE	
	512.3		509.0		538.9	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	20	20	15	5	4
Percentage in Bands	4.5	29.9	29.9	22.4	7.5	6.0
School Average 2010-2015	9.5	25.1	29.8	22.6	11.1	1.9
SSG % in Band 2015	5.9	26.8	34.3	20.1	9.7	3.2
State DoE % in Band 2015	3.7	17.5	28.3	23.4	16.7	10.4



### Year 7 NAPLAN Spelling

Year 7 NAEP Exit Spelling						
Average score, 2015	School		SSG		State DoE	
	517.9		519.2		547.3	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	10	8	16	20	13	1
Percentage in Bands	14.7	11.8	23.5	29.4	19.1	1.5
School Average 2010-2015	13.3	16.9	24.9	27.1	14.6	3.3
SSG % in Band 2015	13.3	13.3	24.9	26.6	18.1	3.8
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4



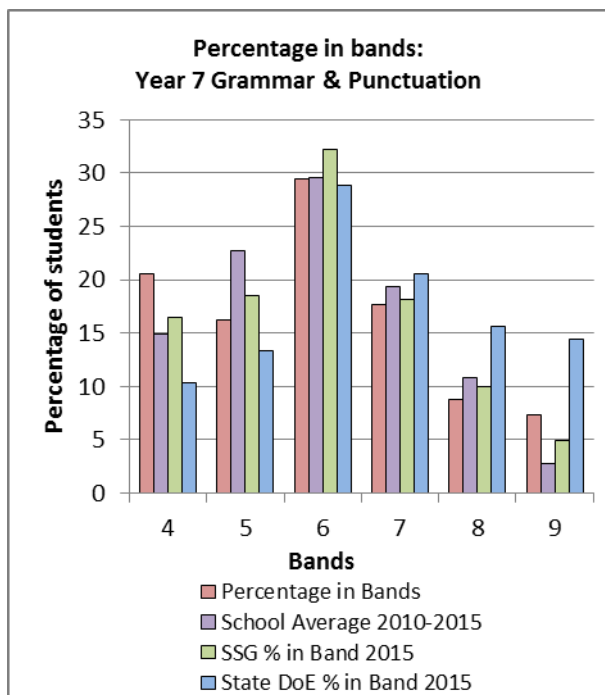


### Year 7 NAPLAN Grammar and Punctuation

	School	SSG	State DoE
Average score, 2015	498.7	500.1	535.0

Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	14	11	20	12	6	5
Percentage in Bands	20.6	16.2	29.4	17.6	8.8	7.4
School Average 2010-2015	14.9	22.7	29.6	19.3	10.8	2.8
SSG % in Band 2015	16.4	18.4	32.2	18.1	10.0	4.9
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4

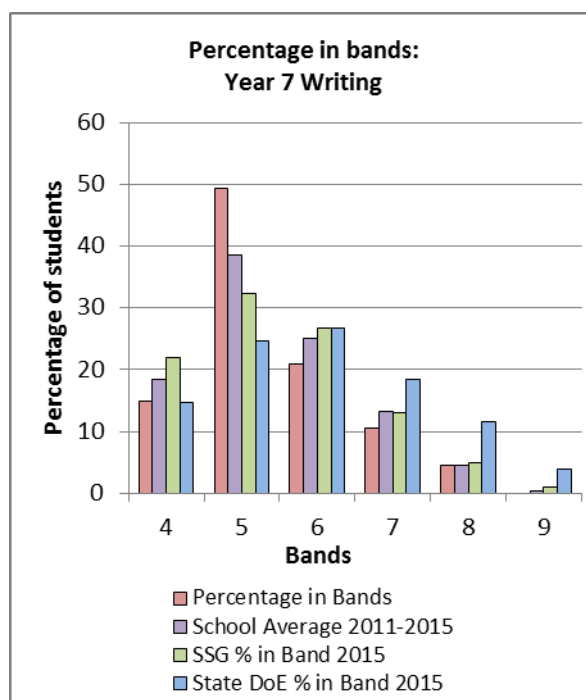


### Year 7 NAPLAN Writing

	School	SSG	State DoE
Average score, 2015	473.1	467.4	497.3

Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	10	33	14	7	3	0
Percentage in Bands	14.9	49.3	20.9	10.4	4.5	0.0
School Average 2011-2015	18.4	38.5	25.1	13.1	4.5	0.3
SSG % in Band 2015	22.0	32.4	26.6	13.1	5.0	0.9
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8



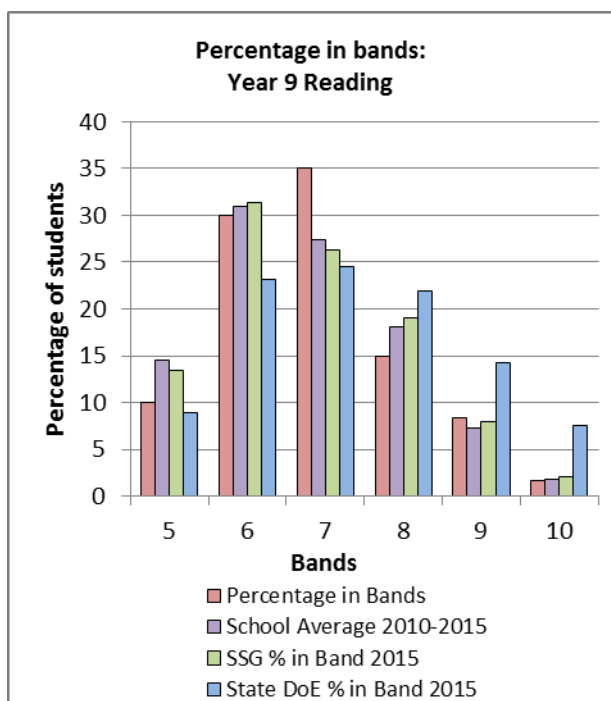
### Year 9 NAPLAN Reading

	School	SSG	State DoE
Average score, 2015	549.2	546.6	573.1

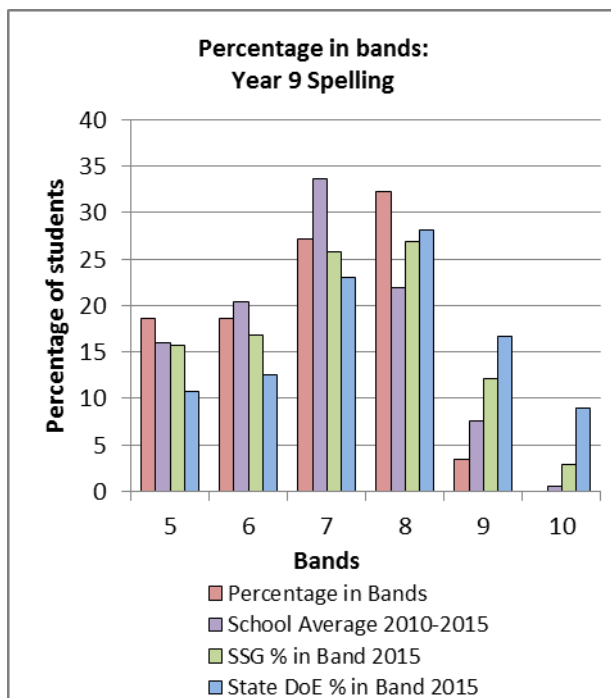
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	6	18	21	9	5	1
Percentage in Bands	10.0	30.0	35.0	15.0	8.3	1.7
School Average 2010-2015	14.5	31.0	27.4	18.1	7.2	1.8
SSG % in Band 2015	13.4	31.3	26.3	19.0	8.0	2.0
State DoE % in Band 2015	8.9	23.1	24.5	21.9	14.2	7.5





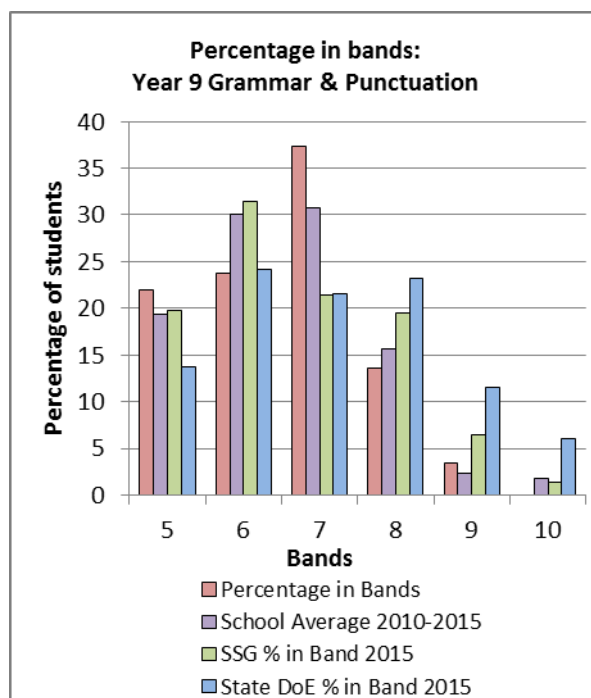
### Year 9 NAPLAN Spelling

Average score, 2015	School	SSG		State DoE		
	545.1		558.1		583.6	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	11	11	16	19	2	0
Percentage in Bands	18.6	18.6	27.1	32.2	3.4	0.0
School Average 2010-2015	15.9	20.4	33.7	21.9	7.6	0.5
SSG % in Band 2015	15.7	16.8	25.7	26.8	12.1	2.9
State DoE % in Band 2015	10.8	12.5	23.0	28.1	16.7	9.0



### Year 9 NAPLAN Grammar and Punctuation

Average score, 2015	School	SSG		State DoE		
	520.3		533.3		561.5	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	13	14	22	8	2	0
Percentage in Bands	22.0	23.7	37.3	13.6	3.4	0.0
School Average 2010-2015	19.3	30.0	30.8	15.7	2.3	1.8
SSG % in Band 2015	19.7	31.4	21.4	19.6	6.5	1.4
State DoE % in Band 2015	13.7	24.1	21.5	23.2	11.5	6.1

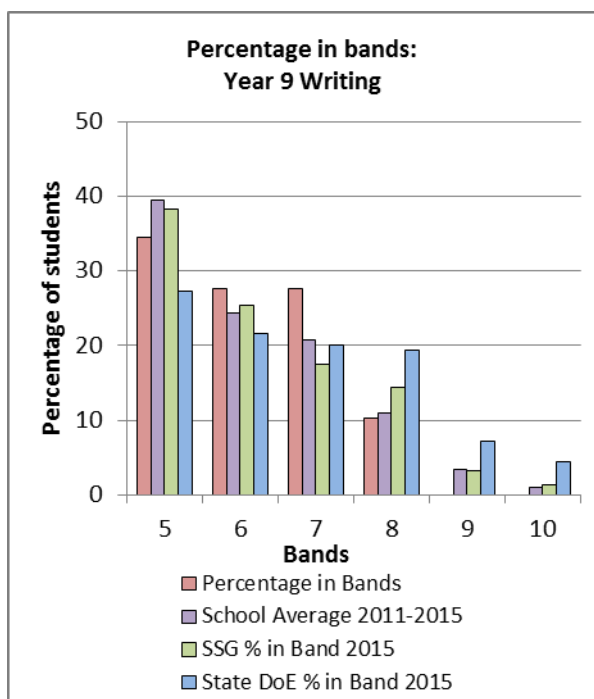


### Year 9 NAPLAN Writing

Average score, 2015	School	SSG		State DoE		
	496.5		494.5		526.3	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	20	16	16	6	0	0
Percentage in Bands	34.5	27.6	27.6	10.3	0.0	0.0
School Average 2011-2015	39.5	24.3	20.7	11.0	3.4	1.0
SSG % in Band 2015	38.2	25.4	17.5	14.4	3.2	1.3
State DoE % in Band 2015	27.3	21.6	20.1	19.4	7.1	4.5



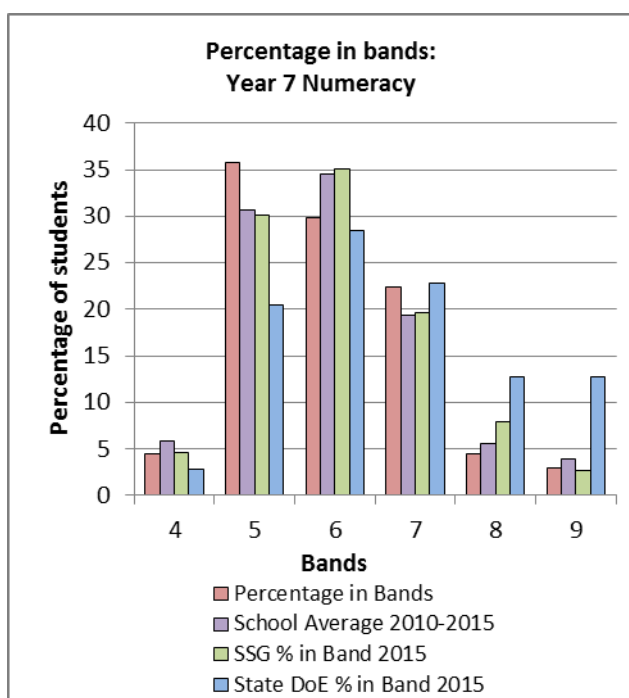




## NAPLAN - Numeracy

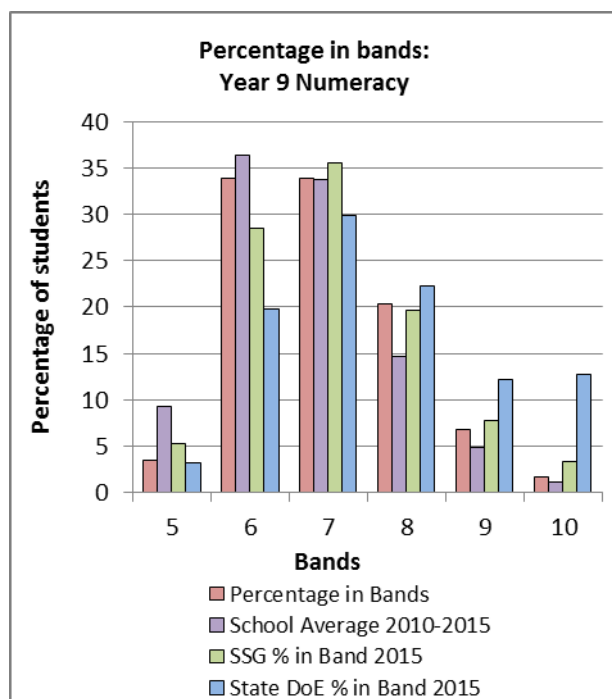
### Year 7 NAPLAN Numeracy

Average score, 2015	School	SSG		State DoE		
	501.6		506.0		540.4	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	3	24	20	15	3	2
Percentage in Bands	4.5	35.8	29.9	22.4	4.5	3.0
School Average 2010-2015	5.9	30.6	34.6	19.4	5.6	3.9
SSG % in Band 2015	4.6	30.2	35.1	19.6	7.9	2.7
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8



## Year 9 NAPLAN Numeracy

Average score, 2015	School	SSG		State DoE		
	555.4		558.9		590.6	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	2	20	20	12	4	1
Percentage in Bands	3.4	33.9	33.9	20.3	6.8	1.7
School Average 2010-2015	9.2	36.4	33.7	14.7	4.9	1.1
SSG % in Band 2015	5.3	28.5	35.5	19.6	7.7	3.4
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7

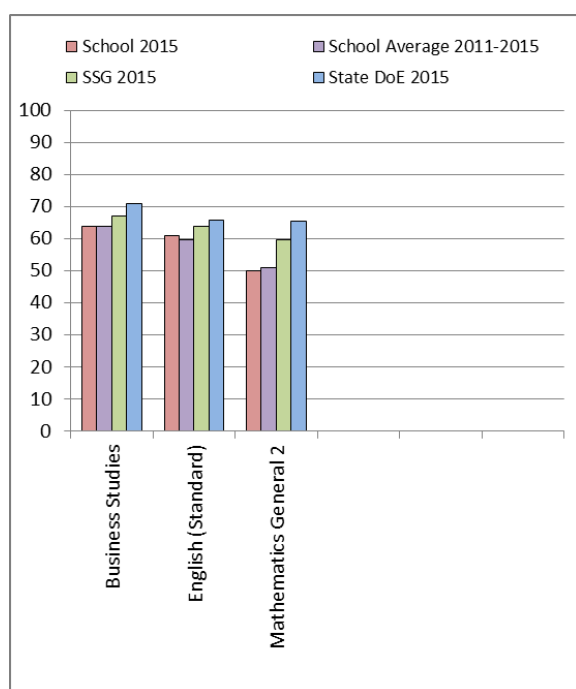


## Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Only courses with enough students for the data to be statistically valid are included in the following table and graph.

Course	School 2015	School Average	SSG 2015	State DoE
Business Studies	64.0	64.0	67.3	71.1
English (Standard)	60.9	59.6	63.8	65.7
Mathematics General 2	50.0	51.2	59.7	65.4





## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Valuable feedback was gained through our Tell Them from Me surveys from parents/caregivers, students and teachers. Parents and caregivers at our school were most positive about feeling welcome at the school and felt that the school supports their child's learning. Two areas that need some further improvement include parents supporting their child's learning at home and parents feeling informed. Many of the parents surveyed would like to see more hours of homework provided. Improved communication between the school and parents is also sought, particularly using social media as a communication channel. Parents also valued interviews with teachers and school reports, which they rated as being easily understood. Parents were also happy with the range of subjects provided at the school.

Our students indicated that they are satisfied with their social-emotional outcomes at school, with our students performing higher for all outcomes than the NSW norm in all areas except for participation in extracurricular activities. Our students indicated pleasing levels of interest and motivation and identify as trying hard with their learning. Students also felt a positive sense of belonging at school and maintain positive relationships. The drivers of student learning also showed positive results, with students feeling that teachers were responsive to

their needs and hold high expectations of their learning.

Teachers indicated a high level of satisfaction amongst the staff as a whole, feeling supported by their colleagues. Relationships between teachers and students are also positive and valued highly. Teachers have an emphasis on providing productive feedback to students to increase student learning outcomes.

## Policy requirements

### Aboriginal education

See Section Two: Aboriginal background funding, Norta Norta and Muru Burrapur

### Multicultural Education and Anti-racism

See Section Two: Strategic Direction Three

## Student Leadership

The Windsor High School Student Representative Council (SRC) is a peer elected group, which represents the students of Windsor High School. Our SRC provides authentic opportunities for students to develop and exercise their leadership skills within the school environment. Its intended aim is to provide links between teachers, students and the wider community; raise the profile of Windsor High School, and fundraise for school projects and charities.

In 2015, the Student Representative Council (SRC) was highly engaged within the school and the greater community. The members of the SRC showed great motivation and leadership in helping to coordinate a variety of fundraising events for various charities and individuals, whilst also providing a forum for students to raise issues and consider ideas. Charities that the SRC chose to support included: The Make a Wish Foundation (children in need), Jeans for Genes Day (children's genetic disease) and Camp Quality (children living with cancer). Proceeds from fundraising efforts were also utilised to support interest groups within the school; for example, providing financial assistance to students so that they could follow their sporting dreams.

Our representatives were also active in representing the school in the wider community. Our SRC leadership team attended the Windsor RSL Anzac Day Dawn Service, Remembrance Day and the Hawkesbury Youth Leadership Forum. Within Windsor High School the SRC also chose to support

and participate in White Ribbon Day, Windsor High School Transition Days and Orientation Day. Following discussions during various SRC meetings, the SRC decided to conduct two fundraising barbecues with proceeds going towards the construction of an outdoor classroom, as well as a memorial for a student, who unfortunately passed away due to unforeseen circumstances.

## **Achievements in Sport**

**Swimming** – Windsor High School were once again the conveners for the 2015 Macquarie Zone Swimming Carnival.

Congratulations to Rhiannon Williams who qualified for the 200 metre IM at Sydney West held at Homebush Olympic Park Aquatic Centre.

**Cross Country** – Four students qualified for Sydney West Cross Country: Renee Hardy in the 12 year girls, Declan Rankin in the 15 year boys, Stacy Morris in the 16 year girls and Jayden Wood in the 17+ boys.

**Athletics** – The Macquarie Zone Athletics Carnival was held at Blacktown International Sports Park. Aden Parnell qualified first for 14 years High Jump as well as 14 years 100m hurdles at Sydney West. Aden's sister Zoe, broke the Macquarie Zone 12 years girls High Jump record and also qualified for 80m hurdles. Dean Kennedy qualified for 17+ High jump and Triple jump. Renee Hardy qualified for Shot Put and Discus plus Renee was a direct qualifier for the 1500 and 3000m walking events. Katelyn Woods qualified for the 15 year girls 100m and 200m events. The 12 year girls 4 X 100m relay qualified second for the Sydney West Carnival. The team included Renee Hardy, Zoe Parnell, Alyssa Fraser-Jones and Tahnee Sun.

**Athletics National Qualifier 2015** - Renee Hardy qualified for the Australian All Schools Athletics Track and Field Championships. The Championships were held over three days in December at the Lakeside Stadium, Albert Park, Melbourne, Victoria. She competed in the 3000m walk.

**Other Macquarie Zone representatives at Sydney West level or higher include -**

**Netball** - Emily Dunn

**Softball** - Jayden Wood, Liam Barber & Nathan Walker

**Baseball** – In 2015 Dean Frew began the pathway through the various NSWCHS qualifying rounds. He represented WHS as part of the Macquarie Zone team. He was then selected to the Sydney West Baseball side. Dean was then chosen as part of the NSWCHS Baseball team. Dean travelled to Lismore in March where he was selected into the Australian Baseball Schoolboys squad. In September, Dean travelled to Osaka, Japan where he played in the in-field as an integral part of the Australian Baseball Team. After a hard-fought game, in the Bronze Medal match at the 2015 U18 World Baseball Cup, Australia finished in fourth place being narrowly defeated by South Korea. It should be mentioned that Australia entered into this championship in 14<sup>th</sup> position. Dean's contribution to this game has helped lift recognition for Australia on the global baseball stage.

**Macquarie Zone Year 7 Gala Day** – WHS was well represented in all facets of the Gala Day. The Gala day was held on local grounds within the Kellyville and Rouse Hill area. This was an extremely successful day and has become a permanent fixture on the Macquarie Zone Calendar.

## **Achievements in the arts**

Students have the opportunity to participate in and experience a variety of creative and performing arts activities.

The school encourages students to demonstrate and build upon their talents in the arts. Highlights of the year in Music included excellent HSC examination results and many different performance opportunities at school concerts, performance evenings, awards ceremonies and community events such as Hawkesbury Show, and Riding for the Disabled Local Talent Showcase Fundraiser. The School Choir performed with local high schools and joined the Sydney Philharmonic Choir to perform at the Riverside Theatre in Parramatta. A number of students regularly participated in musical performances at the Windsor Riverside shopping Centre with our Learning Community.

In Visual Arts Carly Fraser Jones had her 'Design An Ad' artwork published in the Hawkesbury Gazette. Several students entered the Rotary Art Competition and Jearnah Olivares and Olivia Muller won first and second place in the still Life Category. Stage Four and Five students applied and refined their skills throughout the year in many mediums including,

painting, drawing, collage, ceramic sculpture and lino printing to produce some very interesting and creative pieces which were displayed at school and in the community.

HSC Drama students achieved results that were above state average; highlighting the impact of many hours of teacher professional learning and new programming methods. Senior students performed at Drama Night where they had the opportunity to develop and refine their Individual and Group Devised Performances for parents and members of the school community. Year 10 and senior students led primary school transition workshops to engage potential new students. These workshops were received positively by participants, parents and teachers.

