



Education &
Communities

Public Schools NSW

8396

2012

Windsor High School
Annual School Report



Messages

Principal's message

This year saw an increased focus on academic excellence and the school curriculum. This focus involved:

- An academic review of all students in each cohort
- Development of individual learning plans for students who are underachieving
- A review of all Stage 6 programs
- Implementation of the review of programs for Stages 4 and 5
- Observations of lessons by the Principal for all teaching staff with feedback
- A review of the curriculum with changes to be implemented in 2013.

Students continued to achieve well in all areas of school life with excellent Higher School Certificate results particularly in Industrial Technology Wood, which achieved above state average for student results. Creative and Performing Arts was again very strong and improvements were made in the results of students in Standard English. Students in Biology also achieved above state average in their results.

Transition activities for our partner primary schools were very well-attended, including exciting activities for Gifted and Talented students in robotics and computer technology as well as Science, Agriculture and Music.

This year the School Certificate (Year 10 credential) was replaced with the Record of School Achievement, which is issued to students who leave school either at the end of Year 10 or prior to their HSC. Reece Barrett of Year 10 was the first boy in NSW to be issued with his RoSA; this was presented to him by the Minister for Education and Communities, Mr Adrian Piccoli, in a ceremony at Parliament House on 11 November 2012. Reece took up an apprenticeship with the Master Painters Association.

Year 9 students again participated in our links with University or Western Sydney in the Fast Forward program.



I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mrs Annette Cam

Principal

P & C message

In 2012 the P&C continued to enjoy the opportunity to meet with school executives and staff through regular meetings. This forum promotes open and inclusive discussion on all aspects of school life and also allows the school community to remain informed about priorities, strategies, targets and allocation of resources within the school. The involvement of the parent body in the process of setting goals and future directions ensures the needs of the school community are reflected and decisions made are in the best interest of students.

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

- Representation on committees and selection panels for school staff and student leaders
- Attendance as guest presenters at graduation and presentation assemblies
- Involvement in development, review and evaluation of school programs and policies
- Parental support of a wide range of cultural and sporting events

There were a few significant events in 2012:

- P&C supported the presentation of the annual musical concert, which allows students the opportunity and experience of performing to an audience. It also raises funding for future resources. All students gave an excellent performance. Thank you to Mr Bonaccorso and Mrs West for once again arranging the concert.

Our monthly meetings offer the following:

- Various heads of faculties give presentations ranging from the school curriculum to guided tour of recently renovated facilities, I extend a huge thanks to these teachers for the informative and interactive sessions and hope we can continue this throughout the next year;
- Direct input into policies and direction of the school;
- Discussions on topical subjects e.g. NAPLAN, My School Website, school uniform.

The meetings are always very informal with tea and biscuits being provided. I encourage all parents to show an interest in the school and what it has to offer for the students by attending P&C meetings where possible.

Thanks to members of our P&C and the staff of Windsor High School for your commitment and contribution, the time you have given to be involved in committees, panels, reviews and supporting events throughout the year.

Ms K. Rutter

P&C President

Student representative's message



The SRC in 2012 was very active within both the school and greater community. The members were passionate about fundraising for events that reflected their personal context, raising money for Jeans for Genes Day (children's genetic disease) and Footy Colours for Cancer Day in support of two WHS students who were undergoing chemotherapy.

The SRC also attended a number of community events including the Hawkesbury Youth Council Summit and Windsor RSL Anzac Day Dawn Service. Students volunteered as Legacy agents and represented the school at a number of festivals. Following the death of Inspector Bryson Anderson, the SRC ran a fundraising barbecue with all food and drink donated from local business. The SRC Coordinator presented a cheque for more than \$1000 to local police representatives at a formal assembly.

As part of the Year 12 graduation the school captains approached the local community for donations and ran a raffle to raise money for the school gift – a \$1000 donation towards a senior study room.

In total, the SRC raised \$2439 in funds and paid out \$1843.72

Shannon Muscolino

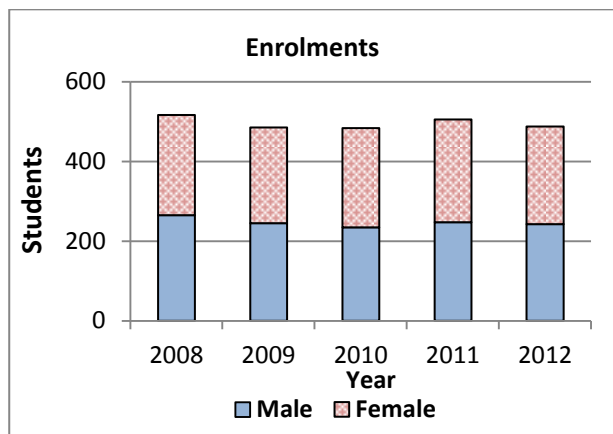


School context

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



The student enrolment has remained similar over the past four years with approximately equal numbers of boys and girls.

Student attendance profile

	Year	2008	2009	2010	2011	2012
School	7		90.2	88.0	90.1	87.2
	8		88.6	86.7	85.5	87.3
	9		83.7	85.9	85.6	83.6
	10		83.4	83.7	86.7	79.6
	11		80.1	83.0	75.8	80.5
	12		85.8	83.1	83.2	83.9
	Total	88.2	85.3	85.3	85.1	83.6
Region	7		92.2	92.7	92.5	92.1
	8		89.7	90.4	89.9	90.0
	9		88.5	89.0	88.8	88.3
	10		88.3	87.9	86.9	86.6
	11		89.8	89.7	88.1	87.1
	12		89.5	90.2	89.6	89.2
	Total	89.8	89.6	90.0	89.3	88.8
State DEC	7		92.3	92.6	92.5	92.4
	8		90.0	90.5	90.1	90.1
	9		88.8	89.1	88.8	88.7
	10		88.7	88.3	87.1	87.0
	11		89.4	89.1	87.6	87.6
	12		89.4	89.8	89.2	89.3
	Total	89.9	89.7	89.9	89.2	89.1

Overall student attendance is lower than in previous years. This results from a decrease in attendance of students in Years 7, 9 and 10. Attendance has improved in Years 8, 11 and Year 12.

Most students' attendance was outstanding, with many whose rate of attendance was over 95 per cent. However, a small number of students were poor attenders despite interventions described below. There are many reasons that students fail to attend school regularly including health issues. Frequently, older students have responsibilities caring for ill parents and this can also affect school attendance. In addition, rates of student suspension influence rates of overall attendance.

Windsor High School prides itself on providing outstanding support to families and students to develop pathways that will enable them to complete their schooling to Year 11 and to HSC level, to give them the best possible outcomes post-school. We have done this in the knowledge that it affects our attendance data, but in the belief that supporting education for all is the way out of disadvantage for communities.

Management of non-attendance

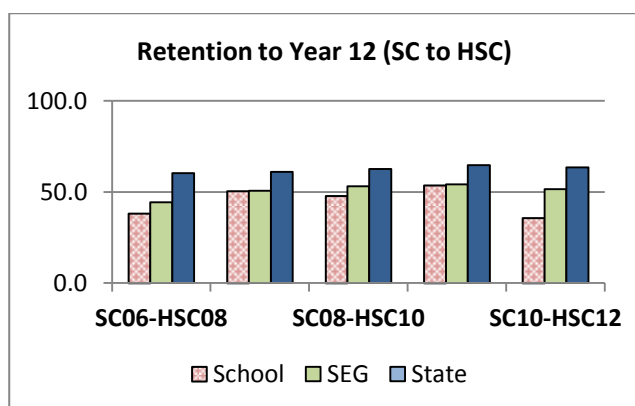
The school is developing accurate means for recording student attendance lesson-by-lesson, using an electronic roll-marking program (Sentral). Years 11 and 12 attendance still includes inaccuracies, however, if students neglect to swipe in each day.

Parents are notified by SMS of their child's absence in the morning, after marking of rolls. Absence from school can only be approved by the Principal and is granted for illness or for exceptional family circumstance. Exemptions from attendance can be granted for participation in alternative education, or in elite sporting events. Parents are required to seek approval for absence in writing from the Principal. In instances where application for approval is not received within seven days of the absence occurring, the school sends letters to all parents requesting a reason be provided in writing.

The school has a school-based Attendance Coordinator who works with teachers, the Home School Liaison Officer and students to address poor attendance for students who are under 17 years of age. Interventions include working with individual students and their families to develop attendance plans. Several students were referred to the Children's Court for failing to attend school and were issued with a compulsory attendance order. Individual plans may be developed which include attendance in alternative educational settings.

Post-school destinations

Retention to Year 12 for this cohort was less than in the past three years. Much of this reflects the economic climate of the region, with students choosing to obtain apprenticeships, attend TAFE or seek work outside school instead of completing their HSC.



A destination survey of the 2012 HSC cohort was conducted in mid-March 2013. There was a small candidature of 36 students for 2012 HSC exams and three of these were pathways students who have returned to complete their HSC in 2013.



With such a small candidature it is hard to make statistically valid comparisons, but generally the percentage of students going to University, TAFE or private providers full-time post-school remains the same as for previous years at 62 per cent. Most of these students are also engaged in part-time work that they had while they were still at school.

The 2012 cohort also had relatively fewer students choosing to study at University with the majority of students choosing TAFE for their

tertiary education. There has however, been an increase in students attending UWS College to complete a Diploma as entry to degree courses at UWS and other Universities.

Traditionally 15 per cent to 20 per cent of students are engaged in full-time work, no study, and this consists of mainly casual work and this is again the case this year.

A small percentage of students (less than 5 per cent) are involved in apprenticeships and 3 per cent are unemployed.

Because the cohort was small it is hard to generalise but overall, the trend for this cohort has been similar to past years; at least two thirds of the students are engaged in further study and the unemployment rate is still below national averages. In relation to employment for students, the trend of casual employment continues.

Year 12 students undertaking vocational or trade training

In 2012, 67 per cent of all senior students were enrolled in Vocational Education and Training (VET) courses. Students attended courses at Windsor High School studying Entertainment, Business Services, Hospitality, Primary Industries and Metal and Engineering. In 2012 we introduced Retail, bringing the total number of VET Framework courses available to our students at school to six. We had eight students from other schools enrolled in our framework courses. Our students also studied courses like Animal Care, Hairdressing, Automotive and Childcare through the TVET (TAFE delivered VET) program. Three students participated in School Based Apprenticeships and Traineeships.

Stage 5 students also participated in VET courses. Five Year 10 students were accelerated into Stage 6 VET courses and studied TVET courses. All students succeeded in gaining Preliminary HSC qualifications in their VET courses. The courses were Hairdressing, Beauty Therapy, Animal Care and Automotive.

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

Vocational Education participation at our school remains steady in the senior years, however in the last few years there is a trend for greater participation in VET courses in Stage 5.

Year 12 students attaining HSC or equivalent vocational educational qualification

Ninety-two percent of students in Year 12 attained their HSC in 2012. The three students who did not receive their HSC in 2012 are students studying a pathway HSC and should attain their HSC in 2013.

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

Position	Number
Principal	1
Deputy Principal(s)	1
Head Teachers	7
Classroom Teachers	32.9
Teacher of Emotional Disabilities	1
Teacher of Moderate and Severe Intellectual Disabilities	1
Teacher of Multicategorical Class	1
Support Teacher Learning Assistance	1.6
Student Support Officer	1
Teacher Librarian	1
Counsellor	1
School Administrative & Support Staff	10.8
Total	60.3

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

Ms K. Verstegen, an Aboriginal parent and the school's AECG representative, was again appointed as an unqualified Aboriginal Education Tutor to work with our Indigenous students in Years 7 and 8 to assist with improvements in literacy and numeracy.

Staff retention

At the end of 2012, Mr Peter Jones, Head Teacher Science retired and was replaced by Mrs Robyn

Greenhalgh for 2013. Mr Peter Zivkovic replaced Ms Lisa Parker in English; Ms Louise Giffin replaced Ms Rimonda Prasad in the Support Unit (IO/IS class); Mr Kevin Khalili was appointed permanently to the Science faculty.

Teacher qualifications

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

Qualifications	per cent of staff
Degree or Diploma	100
Postgraduate	50

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	30/11/2012
Income	\$
Balance brought forward	455999.59
Global funds	426517.48
Tied funds	233774.00
School & community sources	157001.70
Interest	20761.25
Trust receipts	49665.85
Canteen	0.00
Total income	1343719.87
Expenditure	
Teaching & learning	
Key learning areas	87597.67
Excursions	42344.69
Extracurricular dissections	36312.82
Library	10759.87
Training & development	28405.10
Tied funds	261797.20
Casual relief teachers	65142.44
Administration & office	111051.66
School-operated canteen	0.00
Utilities	119543.48
Maintenance	43553.54
Trust accounts	40454.40
Capital programs	47897.61
Total expenditure	894860.48
Balance carried forward	448859.39

Windsor High School spends considerable funds on the Key Learning Areas to provide up-to-date resources for students for their learning. Additionally, we spend substantial funds on Training and Development to ensure that teachers at all levels continue to develop skills for 21st century learning.

The second kitchen was upgraded with a joint grant from the Department of Education and Communities (DEC) and the school. The work was completed on the new basketball court (from a grant of \$75,000) and fence. Improvements were made to several gardens in the school by students and by teachers participating in working bees.

A full copy of the school's 2012 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 2012

Achievements

Arts

The talents of our music, entertainment and art students were regularly showcased at events including the School Concert, Education Day Celebrations, The Hawkesbury Music Festival, Windsor's Got Talent, Windsor Public Fair, The Hawkesbury Gifted and Talented Day, Year 5 and 6 Transition Days, Orientation Day and school assemblies.

- More than 300 primary students attended the "Windsor On Stage" matinee from our local primary schools.
- Windsor High music and entertainment students led by Max Finn provided eight weeks of stellar performances at the River Shopping Centre as part of the new Hawkesbury Learning Community Program.
- Gemma Carroll, Jimmy Fenton, Brock Taranto and Caitlin Ferguson-Evans were invited to present two samba workshops to over 130

students at the 2012 Western Sydney Regional Music Camp.

- Jayde Kennedy, Amelia Daniels, Chloe Johico and Maddison Brough were invited over three weeks to Maroota Public to deliver Samba workshops to all students from K-6.
- Twenty students from Windsor High attended and participated in the 2012 Western Sydney Regional Percussion Camp.
- Carly Fraser-Jones with her "Wheel Chairs and Stuff" entry won her category in the Gazette's 'Design an Ad' Completion and was selected by the company to design their next advertisement.
- Rachel Camden and Valerie Johico participated and exhibited their artworks at the Dobell Drawing School at the National Art School.
- Rachel Camden and Cassandra Conlon were selected to attend the prestigious 2012 National Art Camp at the National Art School.
- Junior Art Express, a drawing and art program for stage 2 and 3 students developed by Valerie Johico was presented to 30 students at Windsor South Public.
- Music students, Jasmine Breeze and Shannon Muscolino were chosen to host the 2012 Hawkesbury Music Festival.
- Our most successful year ever at the Hawkesbury Music Festival included the participation of 40 Windsor High students, who were led by Max Finn, Jasmine Breeze, Douglas King and Ashley Howarth.



- Senior Music students attended the HSC Encore Concert and Senior Photography students attended several exhibitions at the Hawkesbury Regional Gallery.

- David Berger received a Schools Industry Partnerships Award. For Entertainment
- Year 11 Entertainment students Max Finn, Jasmine Breeze, Douglas King, Cassandra Conlon and Valerie Johico distinguished themselves while on work placement at the 2012 The Hawkesbury Music Festival.
- Students from Windsor High and Windsor Public participated in their third year of Samba Workshops, which concluded with an Education Week performance in the Windsor Shopping Centre.
- Leading up to Education Week, Windsor High photography students and Windsor Public students teamed up to enter the Blacktown Water in the landscape competition and attend photography workshops at the Hawkesbury Art Gallery.

Sport

- **Swimming** – Congratulations once again to Jaymie Eaton who qualified for NSW Combined High Schools swimming. Jaymie contested the 50m F/S, 100m F/S, 100m FLY, 200m IM and 100m B/S. Corey Atkinson qualified for Sydney West in the Multi-Disability events including backstroke and freestyle.
- **Cross Country** – The Sydney West cross-country carnival was a most successful event for Aaron Trevvarthen who represented Macquarie Zone in the Open Boys 6000 m event.
- **Athletics** – The Macquarie Zone Athletics Carnival was held at Blacktown Olympic Park on 22 June 2012 as a one-day event in beautiful sunshine. This event was organized by the Windsor High School Sport Department and was a very successful day with a large number of competitors. Congratulations to Taylah Cottees who qualified for Sydney West in long jump.
- **Sydney West** – Scott McCarthy represented Sydney West in Squash. Scott spent three very successful days in Grafton. Dean Frew continued his Baseball success also representing Sydney West.
- **Macquarie Zone** – A number of students represented Macquarie Zone in a variety of

sports. These included Caitlin Ferguson-Evans, Amanda McMahon, Caelah Stanley, Shanaye Kuntze, Abby Norman, Ashleigh Romano, Jaymie Eaton and Hannah Ruis for Volleyball. Teegan Ryan and Taylah Cottees for Basketball as well as Tegan Rayner and Shanaye Kuntze for girls Soccer and Mitchell Iredale for boys Soccer.

- **Macquarie Zone Year 7 Gala Day** – WHS was well represented in all facets of the Gala Day. WHS were runners-up in Boys and Girls Netball. This was an extremely successful day and has become a permanent fixture on the Macquarie Zone Calendar.



DANCE 2012

The Windsor High Dance Ensemble had another exciting year being successful in their auditions and accepted into both the Sydney West Dance Festival and the Hawkesbury Dance Festival. The 2012 ensemble consisted of students from years 7 to 10. The dance work performed by the group was a contemporary piece, titled 'Beauty from Within'. The group displayed partner work, group formations and dynamics while following safe dance practice. The ensemble's other featured piece for the year was a lyrical routine titled 'Viva la Vida'. During Education Week, performances were held throughout the local community. Windsor High School was also an integral part of the NSW High Schools Performing Arts Flash Mob which was a State initiative.

Academic

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

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

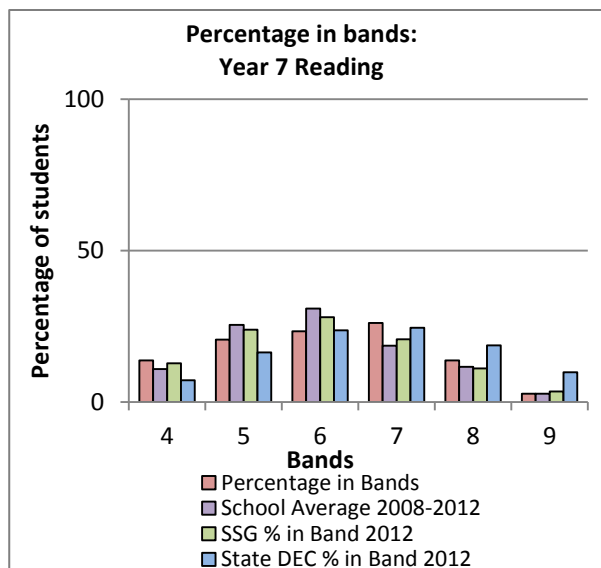
- Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and

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

Reading – NAPLAN Year 7

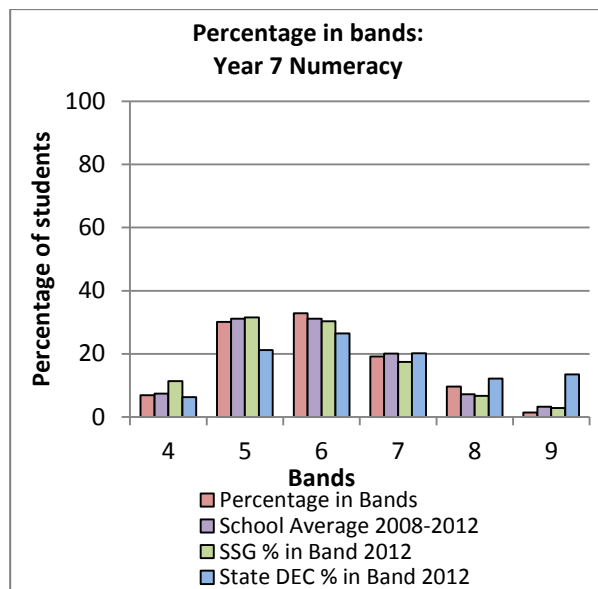
Average score, 2012	School	SSG	State DEC			
	510.4	504.3	535.2			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	10	15	17	19	10	2
Percentage in Bands	13.7	20.6	23.3	26.0	13.7	2.7
School Average 2008-2012	10.9	25.4	30.8	18.6	11.6	2.7
SSG % in Band 2012	12.7	23.9	28.0	20.7	11.1	3.5
State DEC % in Band 2012	7.1	16.3	23.6	24.5	18.7	9.8



The average score for students in Year 7 Reading 2012 although below state average, is above the average for the Similar Schools Group (SSG). There are a higher proportion of students in the higher bands of Band 7 and 8 and a decrease in the bands 5 and 6, compared to previous years.

Numeracy – NAPLAN Year 7

Average score, 2012	School	SSG		State DEC		
	501.8	495.7		536.3		
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	5	22	24	14	7	1
Percentage in Bands	6.9	30.1	32.9	19.2	9.6	1.4
School Average 2008-2012	7.4	31.1	31.1	20.0	7.1	3.2
SSG % in Band 2012	11.3	31.5	30.3	17.4	6.7	2.8
State DEC % in Band 2012	6.3	21.2	26.5	20.2	12.2	13.5

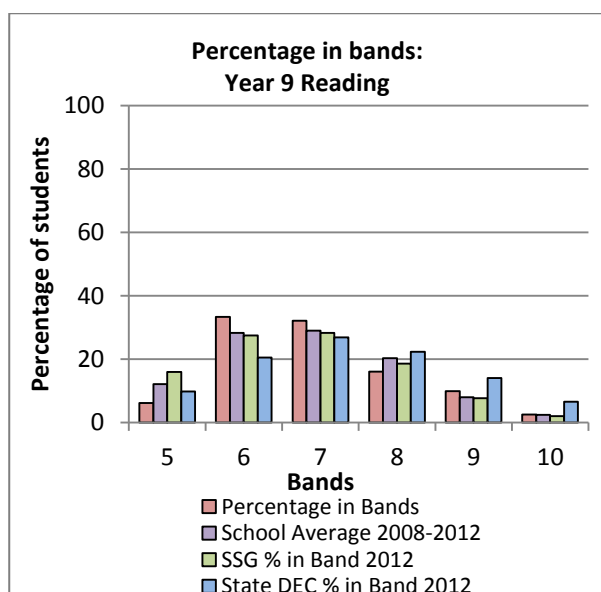


The average score for students in Year 7 Numeracy 2012 although below state average, is above the average for the Similar Schools Group (SSG). In particular, there is an increase in the percentage of students in Band 8 compared to previous years and a higher proportion of students in both Band 8 and Band 7 when compared to the SSG.

Reading – NAPLAN Year 9

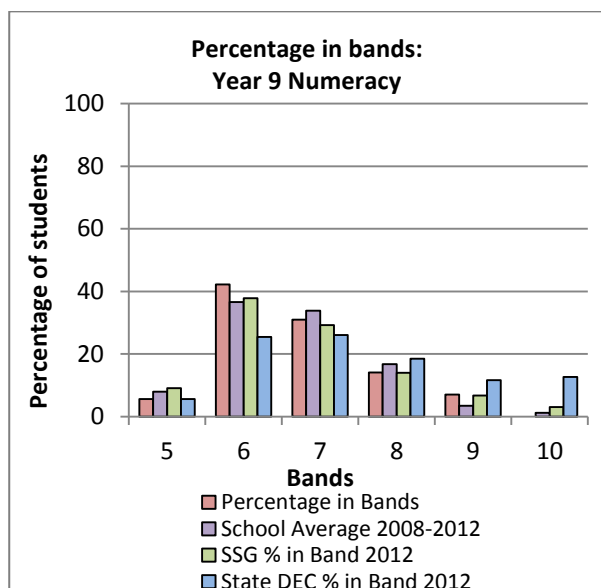
Average score, 2012	School	SSG	State DEC			
	552.8	541.9	568.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	5	27	26	13	8	2
Percentage in Bands	6.2	33.3	32.1	16.1	9.9	2.5
School Average 2008-2012	12.1	28.3	29.0	20.3	8.0	2.4
SSG % in Band 2012	15.9	27.5	28.3	18.6	7.7	2.0
State DEC % in Band 2012	9.8	20.5	26.9	22.3	14.0	6.5

The performance of the school in Year 9 reading is above the SSG but remains below state average. There are a higher proportion of students in Bands 9 and 10 compared to SSG and compared to the schools average performance 2008-2012.



Numeracy – NAPLAN Year 9

Average score, 2012	School	SSG	State DEC			
	544.3	547.6	585.4			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	4	30	22	10	5	0
Percentage in Bands	5.6	42.3	31.0	14.1	7.0	0.0
School Average 2008-2012	8.0	36.6	33.8	16.8	3.5	1.3
SSG % in Band 2012	9.1	37.8	29.2	14.0	6.7	3.1
State DEC % in Band 2012	5.6	25.5	26.1	18.5	11.7	12.7



Students in Year 9 performed slightly below the average score for students in the SSG in 2012. However, there is an improvement in the percentage of students in Band 9 compared to the school average 2008 – 2012 showing and a decrease in the percentage of students in the lowest band, Band 5, showing improvements in the levels of Numeracy of students.

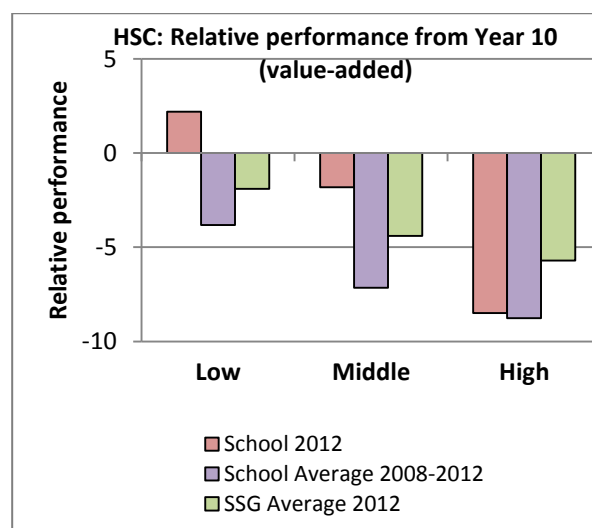
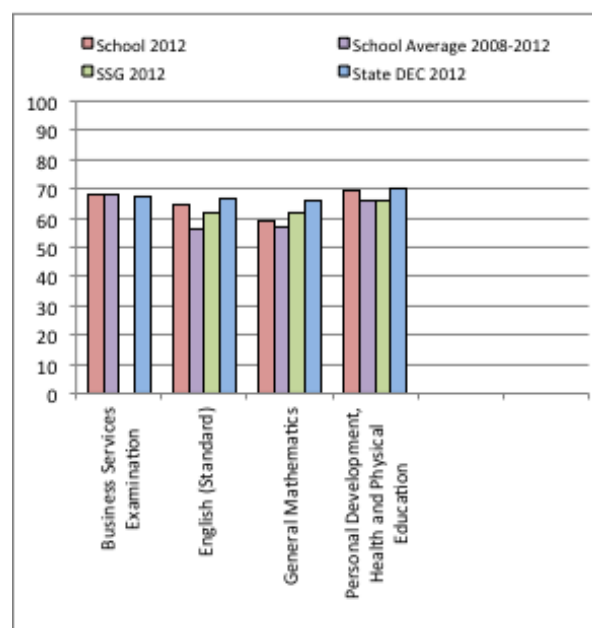
The My School website provides detailed information and data for national literacy and

numeracy testing (NAPLAN). Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

Higher School Certificate

Only courses with student numbers over six are published due to privacy issues.

The graph shows that students participating in Business Services and Personal Development, Health and Physical Education are performing at state average and above the average for the school 2008 – 2012 and above the average for the Similar Schools Group (SSG) 2012.



The performance of students in English Standard 2012 and is close to state average, and is well above the school average for 2008-2012 and the SSG average 2012. The performance of students in General Mathematics 2012 is above the

average for the school for 2008- 2012 but remains below state and SSG average.

The graph shows that great improvement in the value-added performance of students from Year 10 to Year 12, especially for students with low ability. Students with high ability are not however, achieving to their ability level overall and this is an area of significant attention for the school in 2013 and 2014.

Performance of students at HSC level is an area of focus for the school 2013 – 2014.

Significant programs and initiatives

Positive Behaviour for Learning (PBL)

The PBL team has representatives from various faculties. Achievements to date include:

- Continuing to teach expected behaviours to students by their teachers
- Changes to playground boundaries as a result of the analysis of referrals
- Implementation of classroom rules resulting in improved behavior of students when entering classrooms.

In 2013, the PBL team will focus further on collection of data via Sentral and training for new teachers and members of the PBL team.

Aboriginal education

The Aboriginal Education Team was reviewed with a forward-thinking membership focused on parent and community participation and improved student results.

The school participated in a Regional Audit of personalized learning plans for all students and received glowing feedback on our plans. Personalized learning plans were completed for all students.

Additionally, the school participated in:

- Regular meetings of the local AECG each month
- Allowah Day, an initiative across Hawkesbury schools in July, with 38 students attending from Windsor High School.
- Two Indigenous students from Windsor High School gave the Acknowledgement of Country at the Western Sydney Equity Conference

- Parent Healthy Cooking Classes were run at the school in conjunction with TAFE
- Tutoring for all Indigenous students in Years 11 and 12 using Norta Norta funds. HSC results for these students improved as a result of the tutoring provided.



Other programs

Academic Reviews

In 2012, the school extended its policy of academic review to all students from Years 7 to 12. The reviews complemented the existing system of semester reports.

Academic reviews were conducted by a panel consisting of:

- Years 12, 11, 10 and 9 by the Principal, the Head Teacher of the year and the Careers Adviser with the Year adviser assisting.
- Years 7 and 8 the Year Adviser and the Head Teacher of the year.

Students presented evidence of work for all subjects. Evidence included: bookwork, process diaries, assessments and assignments. The panel also considered welfare reports and attendance.

Where it was determined that students were struggling to complete work, support was planned using the Learning Assistance and Support Teacher (Years 7, 8 and 9) or tutors (Years 10, 11 and 12) to enable students to catch up on work or meet the minimum requirements of each course.

Individual learning plans were devised for all students who were experiencing difficulty meeting the requirements of their courses.

Transition to High School Programs

A number of innovative transition activities took place this year involving students from the partner primary schools. The Windsor Learning Community again participated in an exciting initiative, the Hawkesbury Schools Harvest. This year, we extended this program to include a Cheesemaking course, run by our master cheesemaker. Students from Windsor Primary School were part of this program, which included learning how to make various cheeses, growing and harvesting vegetables and chickens grown on the school farm, and producing a meal for the teachers and students with support from the students in the high school. This program reflects the importance of sustainable farming in the Hawkesbury region on NSW.



Other transition activities included: Robotics, Information Technology (designing computer games), Music, Science and Mathematics, Dance, Master Chef and metalwork.

Students and teachers greatly enjoyed these activities.

Progress on 2012 targets

There has been significant progress on the targets for 2012.

School priority 1

Outcome

Increase proportion of students (years 7 and 9) in the top three NAPLAN bands in numeracy and literacy.

2012 Targets to achieve this outcome include:

- In numeracy:
 - Year 7, increase the percentage of students at or above minimum standard from 87.8

per cent to 90 per cent and the percentage of students at proficiency level from 11per cent to 15 per cent.

- Year 9, increase the percentage of students at or above minimum standard from 85.7 per cent to 88 per cent and the percentage of students at proficiency level from 4 per cent to 10 per cent.
- In Literacy, reduce the percentage of students showing less than expected growth in writing from 52.9 per cent in Year 7 2010, to 50 per cent in Year 9 in 2012.

Our achievements include:

- Professional learning provided to all teachers in the use of SMART data. Teachers use SMART data to analyse student performance.
- In numeracy:
 - Year 7, the percentage of students at or above minimum standard increased to 93.2 per cent and the percentage of students at proficiency remained the same (11per cent per cent)
 - Year 9, the percentage of students at or above minimum standard increased to 94.4 per cent and the percentage at proficiency increased to 7 per cent.
- Progress in the third target could not be assessed as growth data is not provided for writing, since the genre of the writing task set changed from the previous year.

School priority 2

Outcome

Meet curriculum needs of students in all stages.

2012 Targets to achieve this outcome include:

- Teaching programs for Stages 4, 5 and 6 across all KLAs enhanced in quality and delivery.
- All recommendations of 2011 program audit implemented by end of 2012.
- All staff develop skills in writing and evaluating teaching and learning programs.
- Head Teachers lead faculty evaluation and development of engaging programs in their faculty.

Our achievements include:

- All courses in each KLA have a defined program implemented by teachers in the faculty. Programs are evaluated and teachers sign registrations for each program.
- Teacher professional learning occurred to support teachers in development of skills in writing and evaluating programs, led by the Head Teacher of the faculty.
- Stage 6 program audit occurred in 2012 and recommendations implemented.

School priority 3

Outcome

2012 Targets to achieve this outcome include:

Efficient systems and structures addressing whole school and regional priorities implemented across the school.

- Implementation of new student welfare, attendance, reporting and timetabling software.
- Revision of whole school and faculty policies.

Our achievements include:

- New software package (Sentral) implemented and working effectively.
- Assessment, antibullying, communication and uniform policies reviewed.
- Implementation of new system for academic reports.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. Our school carried out evaluations of student enjoyment of courses, Stage 6 programs and academic progress of all students Yrs 7-12.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of students about the school and their courses. Their responses are presented below.

Student responses regarding subject choice

The Year 8 ESSA test for science also seeks opinions of students about their favourite

courses in school. In general, students indicated that they enjoyed most the technology courses, agriculture, visual art, music, English and PDHPE most.

Students however think that they learn the most in English, followed by PDHPE and History, then Mathematics and Science.

Students recognized that Science helps them understand the world and is important, but showed little interest in further study and did not see how it impacts on their lives or how it helps them make decisions.

The school will investigate further student attitudes to Mathematics and Science in 2013 including a scheduled review of the faculty.



Stage 6 Review of Teaching Programs

Background

A review of all teaching programs for Stage 6 courses across all KLAs was completed in 2012. The team was composed of the School Development Officer for the region, an external consultant, the Head Teacher PDHPE. All faculty Head Teachers and senior staff presented programs for examination and to be scored on syllabus mapping grid.

Findings and conclusions

Suitable programs existed for courses in all KLAs including HSC courses and VET courses.

Some programs needed refinements or extension work provided and more frequent evaluation.

Future directions

Programs are to be reviewed to ensure that they are challenging all students at an appropriate level. All programs are to be written on a common template and to include opportunities for registration and evaluation.

Professional learning

Professional learning funds were distributed equitably across all faculties. Funds were also spent on beginning teachers to assist them with meeting the needs of accreditation and to support administration staff with professional learning. An average of \$700 per teacher was spent on professional learning for staff in 2012. This included course costs and the cost of casual relief.

School planning 2012–2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

Increased proportion of students (years 7 and 9) in the top 3 NAPLAN bands in numeracy and literacy.

2013 Targets to achieve this outcome include:

- In numeracy:
 - Year 7, increase the percentage of students at or above minimum standard from 93.2per cent to 95per cent and the percentage of students at proficiency level from 11per cent to 13per cent.
 - Year 9, increase the percentage of students at or above minimum standard from 94.4per cent to 97per cent and the percentage of students at proficiency level from 7per cent to 9per cent.
- Decrease the percentage of students at or below national minimum standards in Year 9 reading from 40per cent to 35per cent in 2013.
- Increase the mean performance of students in Year 9 writing to surpass the mean of the Similar Schools Group (SSG) in 2014.

Strategies to achieve these targets include:

- Review membership and working of the Literacy team, broadening teacher representation on the team.
- Audit teaching programs for quality literacy strategies in Stages 4 and 5.
- Continue literacy strategies (including Multi – lit) for targeted students.
- Plan and deliver professional learning relating to data collection and analysis and addressing student performance in literacy, including using the Literacy continuum.

School priority 2

Outcome for 2012–2014

Meet curriculum needs of all students in preparing them for the future as 21st century learners.

2013 Targets to achieve this outcome include:

- All teaching programs contain Quality Teaching practices and assessment strategies by end of 2013.
- All teachers are trained in quality assessment practices by end of 2013.
- All teachers implement effective ICT in classroom practice in all KLAS by end of 2014.
- All teaching programs reflect the new curriculum according to the BOS timeline.

Strategies to achieve these targets include:

- New curriculum structure implemented across Years 9 and 10, replacing previous vertical curriculum.
- Professional learning on the New NSW curriculum implemented for all teachers in English, Mathematics, Science, History in relation to Years 7 and 9.
- New teaching programs developed to meet the BOS timeline for implementing new curriculum.
- EST of English Faculty Term 1 2013
- Whole school plans for improving student access to ICT devised and implemented according to timeline.

School priority 3

Outcome for 2012–2014

Increased capacity of teachers in delivering engaging lessons.

2013 Targets to achieve this outcome include:

- All teaching programs contain Quality Teaching practices and assessment strategies by end of 2013.
- All teachers are trained in quality assessment practices by end of 2013.
- All teachers implement effective ICT in classroom practice in all KLAs by end of 2014.

Strategies to achieve these targets include:

- Teachers participate in professional learning in relation to incorporating ICT (including DER, IWBs, Moodle, classroom strategies e.g. wikis, blogs) into quality teaching. Staff identify resources required for implementation of technology into teaching programs.
- Teaching programs revised by faculties to include ICT components that link to the new NSW curriculum. Teachers modify current practice to deliver quality teaching using increased ICT.
- Teachers surveyed on technology needs in relation to resources, skills, professional learning.
- School technology team will investigate ways of increasing students' access to ICT for learning.



About this report

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

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

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