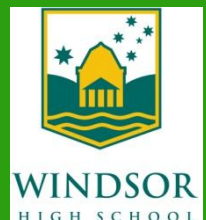




Windsor High School
Annual School Report

2011



Messages

Principal's message

The school's achievements this year have been extensive. The Trade Training Centre opened in March with celebrations at Richmond High School; building refurbishments and garden renovations continue, including the "Star Garden" in the main quad. The work of the Positive Behaviour for Learning (PBL) team has seen improvements in student behaviour across the school and in classrooms. This year we re-established the student debating team, instigated a lunchtime chess team, continued showing our successful show-goats and strengthened our Samba band. Our music students performed for the blues festival here in the Hawkesbury.

Our links with the partner primary schools continue to prosper, with the establishment of robotics, science and music workshops for Stage 3 students on a regular basis. For the first time, Windsor High School offered a number of very successful Gifted and Talented workshops for primary students from around the Hawkesbury and Penrith Valley. Our "Schools Harvest" team, including students from Windsor Primary School worked over two terms to grow vegetables and chickens in conjunction with our WHS Agriculture students. This exciting venture culminated in the primary school students cooking a luncheon in our new kitchens, supported by our staff and hospitality students.

This year also, we have ventured to examine closely the work of our teachers within the classroom, by doing a complete audit of all teaching and learning programs in Stages 4 and 5. The revamping of these programs will lead to improved teaching and learning across the school and better outcomes for our students.

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

Annette Cam

P & C message

In 2011 the P&C continued to enjoy the opportunity to meet with WHS executives and

staff through regular meetings. This forum promotes open and inclusive discussion about 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 2011:

- 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.

I have completed my second year as President of the WHS P&C committee and remain disappointed by the low attendance levels of parents at the monthly P&C meetings. Our monthly meetings offer the following:

- Various heads of faculties give presentations ranging from the school curriculum to guided tours 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 when possible.

Some things for 2012:

- Providing assistance in the purchase or construction of a lockable area for students' push bikes;
- School uniform review and the possible outsourcing of the uniform shop; and
- Providing ongoing support to the School for the music concert.

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

The P&C AGM will be held on the 27th March 2012 at 7pm in the School Staff Room. I will be standing down as President of the P&C due to my increasing work commitments. I take this opportunity to encourage all to attend and consider taking on a role that will directly influence and support your child's education.

Mark Breeze

President

Student representative's message

Last year the Student Representative Council (SRC) conducted several fundraisers, both for the school and charities. The first was Valentine's Day - over \$600 was raised from the sale of roses, all profits going to the school.

In March we celebrated Harmony Day. For several years the SRC has been involved in Harmony Day and the associated activities that are organised. The Aboriginal didgeridoo musical performance was a huge hit with Years 7 and 8.

Several cake stalls were held at various times throughout last year and are always popular with both staff and students. Usually a cake stall would be held if there were large gaps between organised fundraisers.

The first charity fundraiser for the year is generally Australia's Biggest Morning Tea. After registering online, a large morning tea was held to raise money for the Cancer Council. However the most popular fundraiser among the students is always Jeans for Genes Day. By allowing students to wear jeans to school and bring a gold coin donation, the SRC was able to send money raised to the Children's Medical Research Institute.

Soon after Jeans for Genes Day was Legacy Week. During this week, usually on the Friday, the SRC sends representatives into Windsor Town Centre to sell badges to the public. The students are more than happy to help this foundation and are always enthusiastic and polite, even when it is pouring with rain. Congratulations to Shannaye Kuntze who was the highest earning fundraiser for Windsor High on the day and the second highest fundraiser for the district.

In keeping with tradition, Windsor High again registered as a fundraiser for Pink Ribbon Day. This involved selling merchandise sent to the school, in conjunction with our 'Windsor Turns Pink' photo. All of the proceeds from the day went to the Cancer Council to assist in raising awareness of and a cure for breast cancer.

As well as fundraising, the SRC was involved in programs and meetings that were aimed to make students more involved and aware of changes going on throughout the school and the community. Some of the community activities we were involved in included the ANZAC dawn service, Macquarie Youth Leadership Forum, National Young Leaders Day, Richmond RAAF Community Afternoon Tea, Secondary Schools' Leadership Program and the Young Women's Leadership Seminar. Our participation in all of these events encouraged our SRC to further develop and refine their leadership skills, as well as giving them a platform to make changes within the local and wider community.

The money that was raised throughout the year was spent on a fantastic new STAR garden, equipment for our dance team, new signage for PBL around the school and purchase of new classroom equipment.

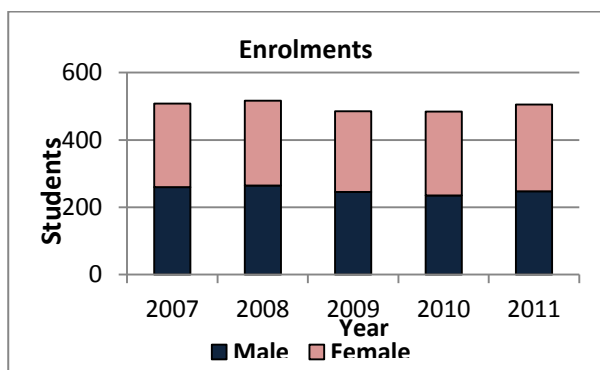
Lucille Shilling

School context

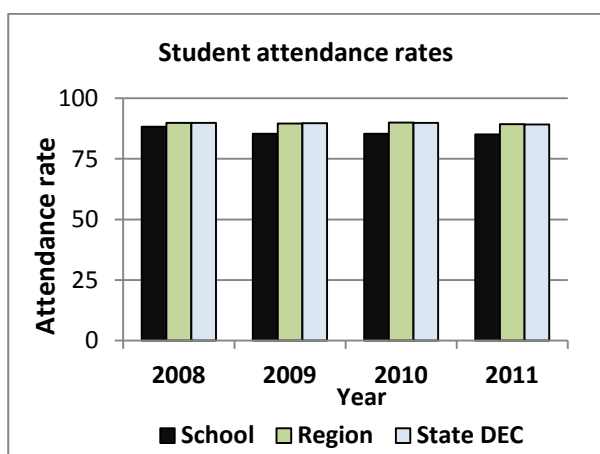
Student information

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

Student enrolment profile



Student attendance profile



Management of non-attendance

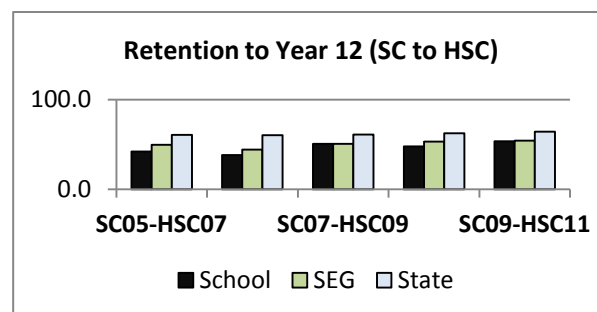
Improving whole day and part-day attendance at school continues to be a major focus for Windsor High School (WHS). Our attendance has improved in most student cohorts this year with the exception of Year 11. Many year 11 students left early to find work or apprenticeships, but were under 17 years of age and not eligible for exemptions from school attendance; hence their absences contributed to our high rates.

In 2011, we devised and implemented a whole-school attendance plan. The main elements include:

- Appointment of a student attendance coordinator.
- Improved roll-marking procedures

- Improved procedures for reporting student absence to parents
- Involvement of the student welfare team and the Home School Liaison Officer
- implementation of individual attendance plans for students at risk of not attending school.
- Interviews with parents and students for students with poor attendance.

Retention to Year 12



Post-school destinations

A destination survey of the 2011 HSC cohort was conducted in mid-March 2012. Of the 51 students in the HSC cohort in 2011, 40 were contacted.

Of the students surveyed 55% are engaged in full-time study and this year there is an even split between those studying at University and those studying at TAFE or private institutions. Eleven students were made offers of places at University, ten students took up the offer, one student preferring to study at TAFE. The students all took up courses at UWS with one student opting for early entry to the Australian Catholic University.

Ten students are attending full-time at TAFE studying courses ranging from Computing and Childcare to Music Production. Included in this number are two students completing apprenticeships.

Two students are studying at private institutions completing courses in Graphic Design and Childcare.

Of the students involved in full-time study 60% are also working casually in a range of industries including Retail, Building and Construction and Clerical Administration.

Thirteen of the students surveyed are in full-time employment in industries very similar to those of students that are studying full-time. Aside from

the students engaged in apprenticeships the majority of students are employed casually.

Five students are not employed and are still looking for work.

Because our cohort is small, generalisations are hard to make; however with 80% of students surveyed we can say the 2011 cohort of students roughly falls into the general statistics of a decade ago, with one-third at University, one-third at TAFE and one-third in employment (the employment however is almost exclusively part time). Our unemployment rate remains low and the number of students continuing in full-time study at University and TAFE has increased by 5% over 2010.

Year 12 students undertaking vocational or trade training

In 2011, 52% 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 and at TAFE studying courses such as Animal Care, Hairdressing, Automotive and many others. Four students participated in School Based Apprenticeships and Traineeships.

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

Thirty-six students completed their VET qualifications at school in 2011 receiving a Certificate II or greater in their VET courses, 33 of these students also gained their HSC. Six Year 12 students completed Certificate II qualifications at TAFE and five Year 12 students received Statements of Attainment in their TAFE courses; all these students also gained a HSC.

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.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2011, 96% of all students enrolled attained their Higher School Certificate qualification.

Staff information

Mr Gerd Kreiss, our long serving Deputy Principal retired this year and Mr Shannon Mudiman from Chifley College, Shalvey Campus was appointed DP. We also saw the retirement of Ms Marilyn Lucas-Smith, a science teacher, and her replacement by Ms Sabrina Vignone from Arthur Phillip High School.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	1
Head Teachers	7
Classroom Teachers	20
Careers Adviser	1
Teacher of Emotional Disabilities	1
Teacher of Mild Intellectual Disabilities	1
Teacher of Moderate/Severe Intellectual Disabilities	1
Teacher of Multicategorical Students	1
Small School supplement	3.3
Support Teacher Learning Assistance	0.9
Teacher Librarian	1
Counsellor	1
School Administrative & Support Staff	10.8
Total	50.7

The National Education Agreement requires schools to report on Indigenous composition of their workforce. We employed an Indigenous Aboriginal tutor on a part-time basis with Norta Norta funds.

Staff retention

This year, the Deputy Principal, Mr Gerd Kriess, retired after 13 years at the school. Ms Marilyn Lucas-Smith (Science teacher) also retired after many long years of dedicated service to Windsor High School. Ms Sue Crick (Mathematics teacher) retired in 2011. Ms Lisa Parker, English/Drama teacher has taken a transfer to another school near Canberra in 2012. Ms Joan Jessop-Smith, Student Learning Support Officer (SLSO) who has served Windsor High School for many years, has

also accepted a transfer to Kellyville High School in 2012.

Teacher qualifications

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

Qualifications	% 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:	30/11/2011
Income	\$
Balance brought forward	548,826.93
Global funds	380,955.17
Tied funds	353,272.22
School & community sources	172,315.68
Interest	30,958.89
Trust receipts	71,980.05
Canteen	0.00
Total income	1,009,482.01
Expenditure	
Teaching & learning	
Key learning areas	70,255.09
Excursions	34,574.45
Extracurricular dissections	71,109.43
Library	11,002.37
Training & development	22,916.25
Tied funds	381,939.52
Casual relief teachers	98,046.38
Administration & office	94,096.62
School-operated canteen	
Utilities	119,911.67
Maintenance	44,761.30
Trust accounts	63,297.35
Capital programs	90,398.92
Total expenditure	1,102,309.35
Balance carried forward	455,999.59

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

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

- Windsor On Stage, Education Day Assembly, VET Market Day and performances at The National Trust Conference at Richmond.
- Windsor High School's annual matinee and evening music concert where over 80 students presented performances and original compositions.
- The choir and student vocal ensembles performed at the school concert, school assemblies, Award Assemblies and Presentation Night.
- During 2011, 50 students from WHS and Windsor Public School participated in "The Windsor Samba". The group presented performances at the Sunday Market Day in Windsor, Education Week performance at Riverview Shopping Centre, Christmas Carols in July and December and the Sydney Blues Festival.
- The 2011 Western Sydney Regional Music Camp, a WHS initiative was attended by Years 7 – 10 students from local High Schools.
- Nicole Galbraith received a Schools Industry Partnerships Award for Entertainment.
- Art students participated in the Hawkesbury Newspapers Design-an-AD Education Project. Two students, Oliver Piper and Caleh Stanley, were selected as finalist and many other students received Highly Commended awards.
- Strong performances in the HSC by Year 12 students Georgina Sultana, Paul Fear and Nathan Trevarthen.
- The WHS Dance Ensemble had an exciting year being successful in their auditions and accepted into the Sydney West Dance Festival and the Hawkesbury Dance Festival. 2011 Ensemble consisted of students from years 7 to 10. The dance work performed by the group was a contemporary piece, titled

'Right Here, Right Now'. The group displayed partner work, group formations and dynamics while following safe dance practice. The Ensemble other feature piece for the year was a jazz routine titled 'On the Floor'. Both routines were performed as part of Windsor on Stage production and also during Education Week performances throughout the local community.

Sport

WHS values sport and encourages the growth of student participation in all events. WHS's sporting achievements in 2011 were various and of a high standard.

- **Swimming** – Regional swimming was held on Tuesday 15 March 2011 at Homebush Olympic Swimming Centre. WHS was represented by Caitlin Morgan, Jaymie Eaton and Corey Atkinson. Congratulations once again to Jaymie Eaton who qualified for CHS swimming. Corey represented WHS in the Multi-Disability events at regional.
- **Cross Country** – Macquarie Zone cross-country carnival was a most successful event for Taylah Cottees who placed first in the 14-year girls. Shanaye Kuntze placed second in the 15-year girls and Lewis Howarth was fourth in the 13-year boys. These students should be congratulated for their continued excellence in all their sporting endeavours.
- **Athletics** – The Macquarie Zone Athletics Carnival was held at Blacktown Olympic Park on 14 June 2011 for the first time as a one day event in absolutely appalling weather. Congratulations to Luke Rose who qualified for Regional Athletics in shot put.
- **Sydney West** – Shanaye Kuntze and Taylah Cottees represented WHS in the Futsal Soccer competition. Scott McCarthy represented the Macquarie Zone in the Squash competition. The following girls were part of the Macquarie Zone Volleyball team, Caitlin Ferguson-Evans, Chantelle Sheehan, Amanda McMahon, Jessica Woods, Ashleigh Romano, Jaymie Eaton and Teegan Ryan.
- **Macquarie Zone Gala Days** – WHS was well represented in all facets of the Macquarie Zone competitions in Basketball, Soccer, Rugby League, Netball and AFL. The open

boys rugby league side were runners-up in the grand final.

- **Macquarie Zone** – WHS continued to participate in the grade sport competition within the Macquarie Zone. Macquarie Zone includes Windsor, Richmond, Colo and Hawkesbury High from the Hawkesbury region plus Crestwood, Rouse Hill, Glenwood and Kellyville from the Hills Zone. The restructure was originally designed to ensure the sporting field was more equitable for all schools. Windsor is currently the smallest school in the Zone but definitely not the smallest school as far as talent is concerned.
- **Grade Sport** – Congratulations to Open Girls' Softball, Open Girls' Netball, Open Girls' Volleyball, Junior Girls' Volleyball and the Mixed T-Ball teams for their fantastic efforts in the grade sport competition during 2011. All teams were successful in winning their division of the competition.

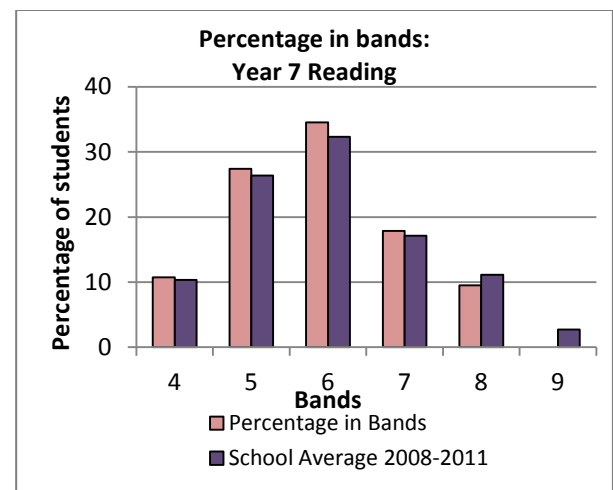
Academic

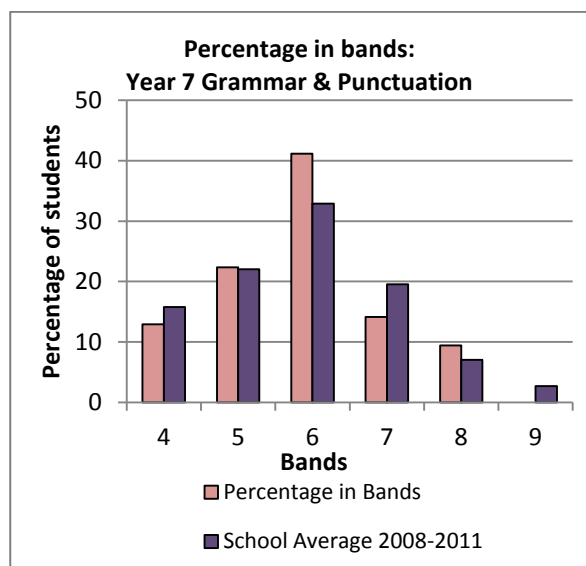
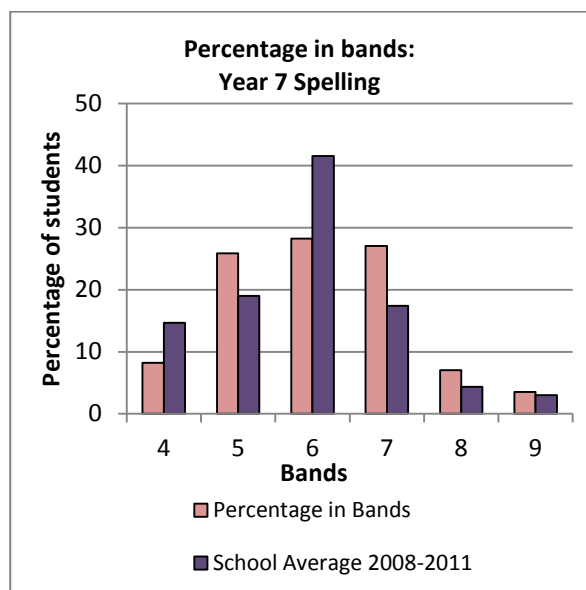
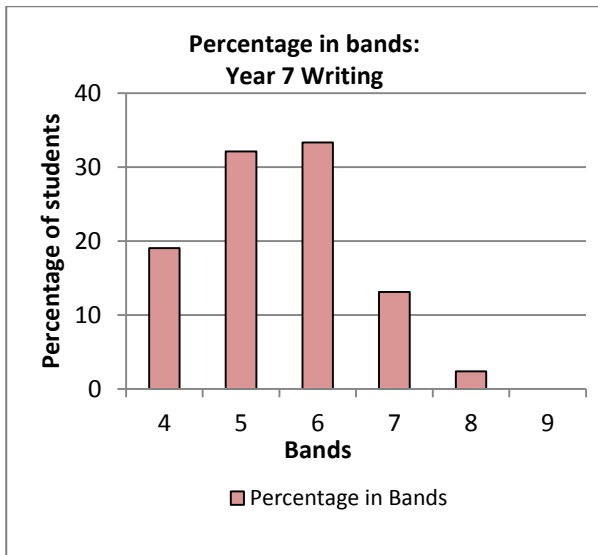
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

Literacy – NAPLAN Year 7

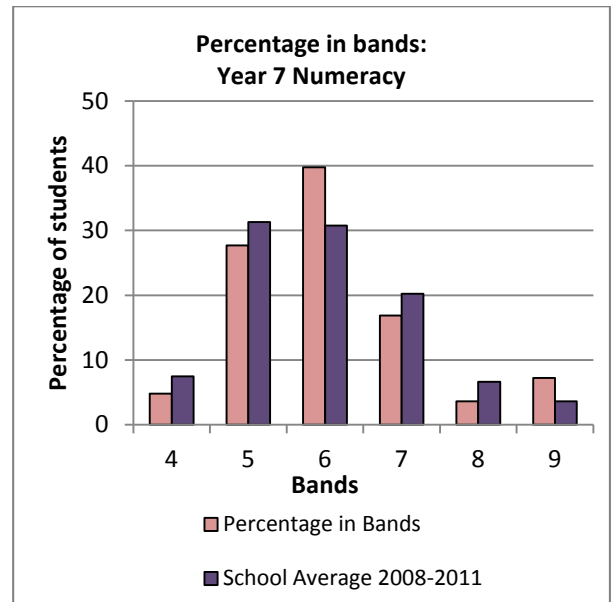




The school's performance for Literacy in Year 7 is consistent with the average for 2008 – 2011. There has been strong growth in Spelling that reflects a general trend across Western Sydney.

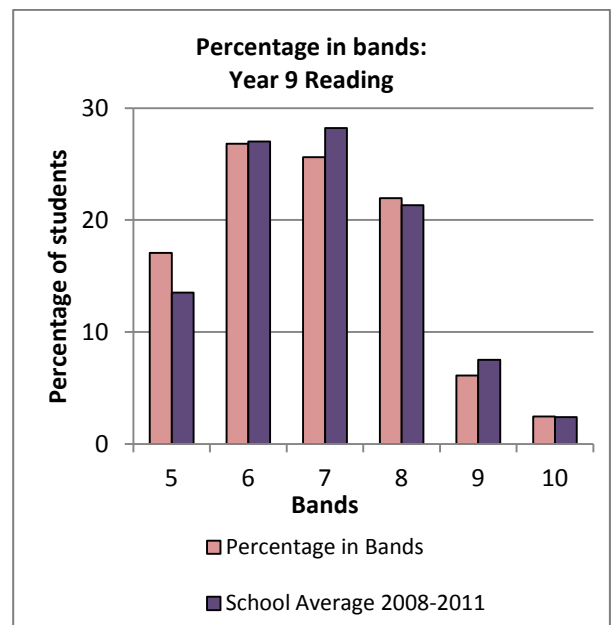
Numeracy – NAPLAN Year 7

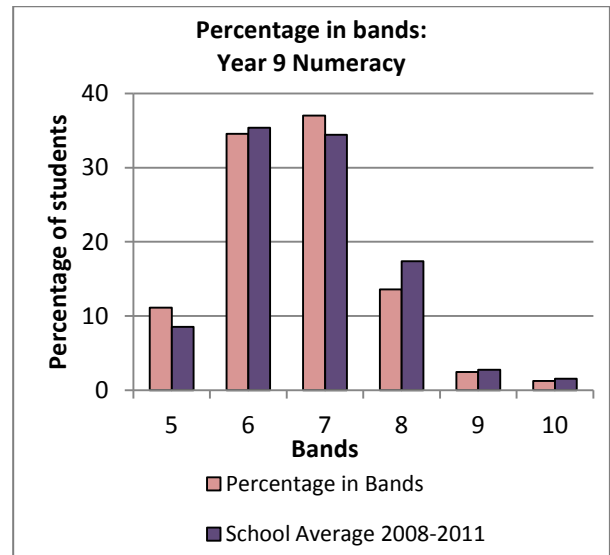
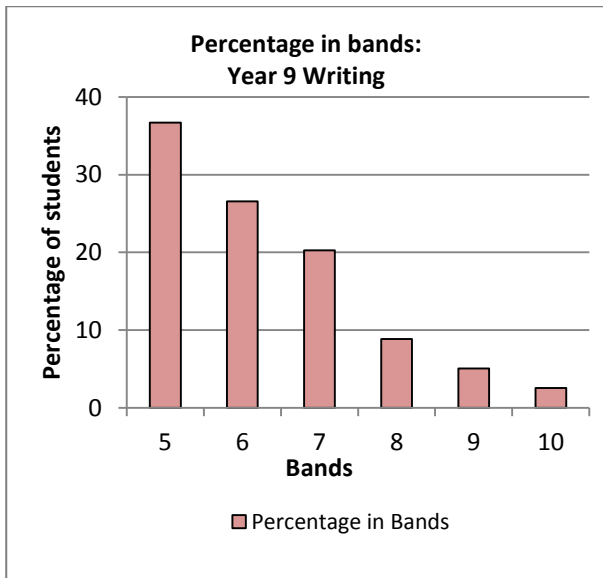
There has been a pleasing increase in students in Band 9 in Numeracy and a reduction in those in the two lowest bands, 4 and 5. The Numeracy team will continue to work on across KLA programs in 2012 with the assistance of regional funds.



Literacy – NAPLAN Year 9

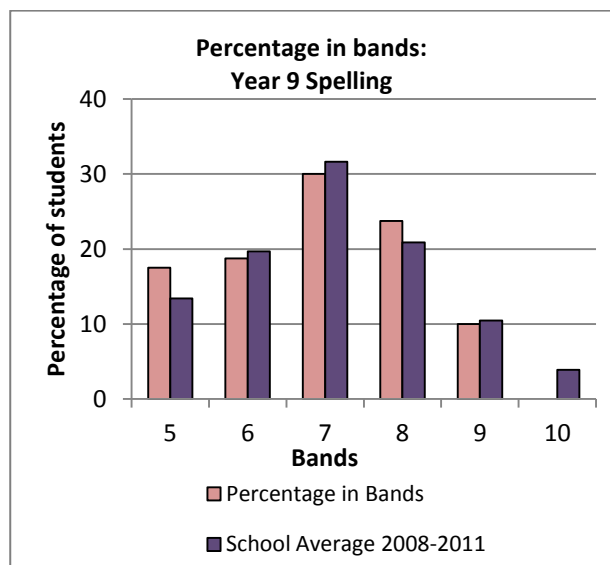
Results are similar to previous years in Reading and Grammar and Punctuation. It was pleasing to see some students receive Band 10 for aspects of literacy in 2011. The results for Writing are consistent with those at a State level for NSW.





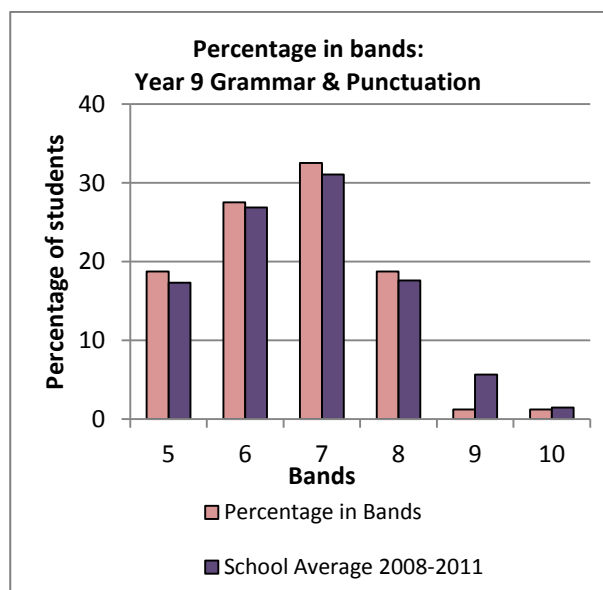
Progress in literacy

There has been a slight improvement in aspects of literacy in 2011, particularly in Spelling for Year 7 and in writing in Year 9. WHS has implemented a program to identify students and address those students with weaknesses in reading using Multi-lit. We have employed additional staff to work with students across all junior years to improve literacy. In 2012, the Literacy team will begin across the school programs addressing literacy.



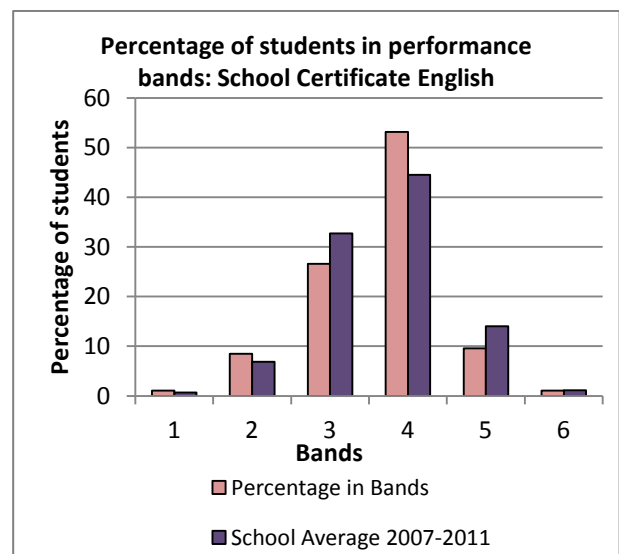
Progress in numeracy

Improvements can be seen in the levels of numeracy particularly for Year 7 students.



School Certificate

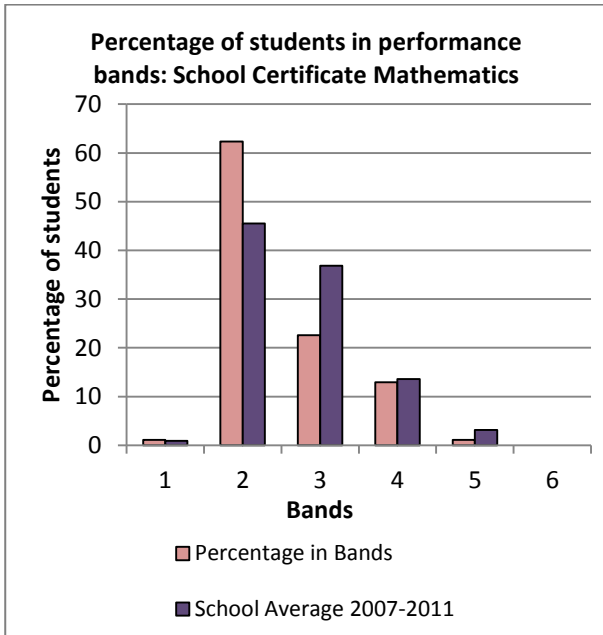
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).



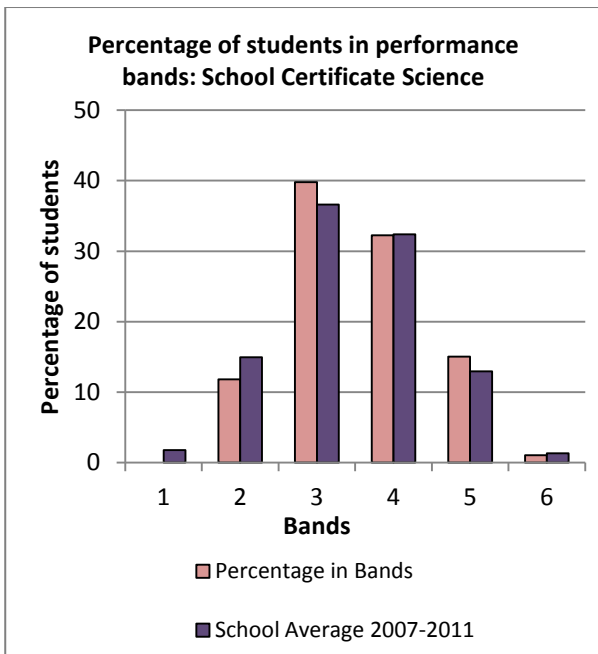
Numeracy – NAPLAN Year 9

Results for Numeracy for Year 9 are similar with the results in previous years.

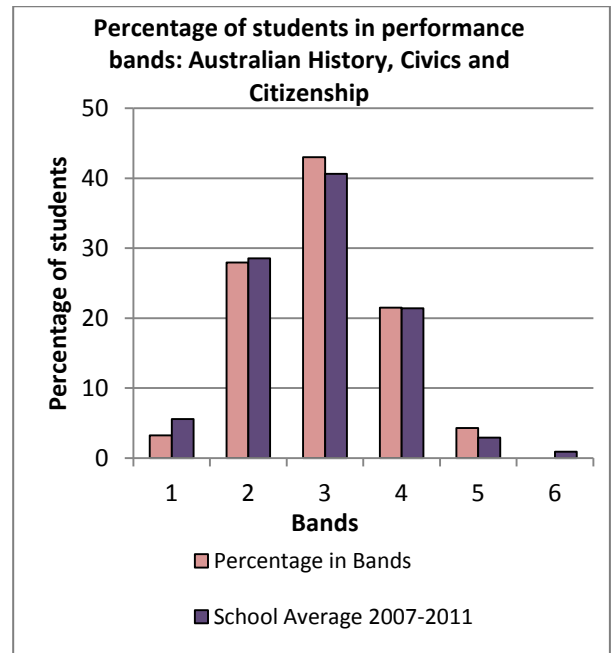
The percentage of students in Band 6 is similar to the school average 2007-2011. There are fewer students in Band 3 and more in Band 4 than in previous years.



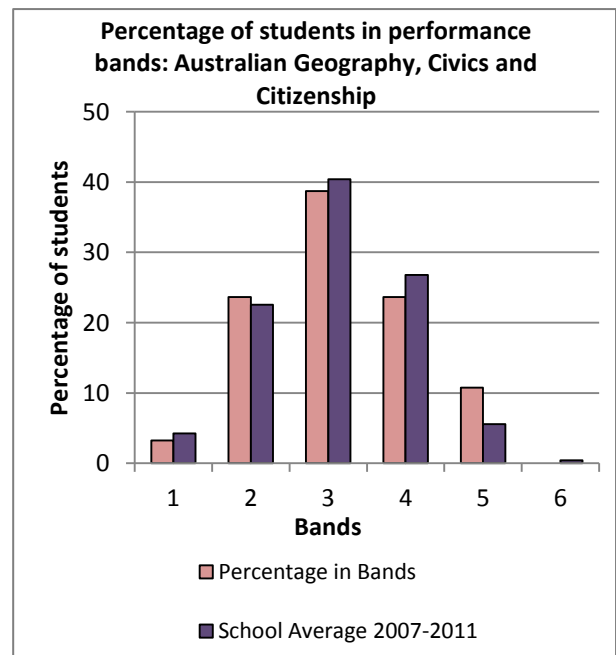
The level of achievement of students in Mathematics has not shown improvement in 2011. The Mathematics faculty is instigating an investigation as to why the students are not improving in their achievement levels in this KLA.



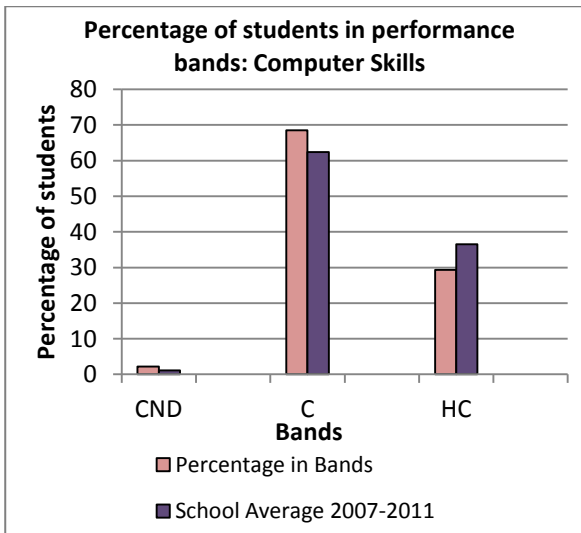
Students continue to perform consistently in Science compared to previous years.



Results are similar to previous years in this area.

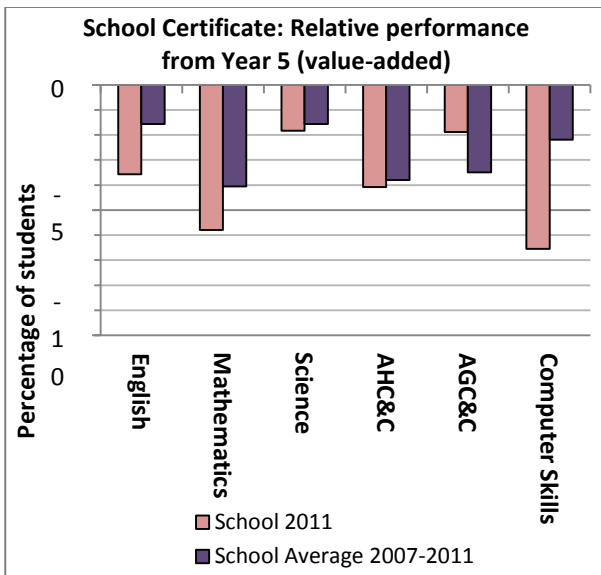


There has been a slight improvement in the students' results in Australian Geography, Civics and Citizenship in 2011.



Results are similar to the school average for 2007-2011 in Computer Skills, with slightly lower percentage of students in the Higher Competency band.

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



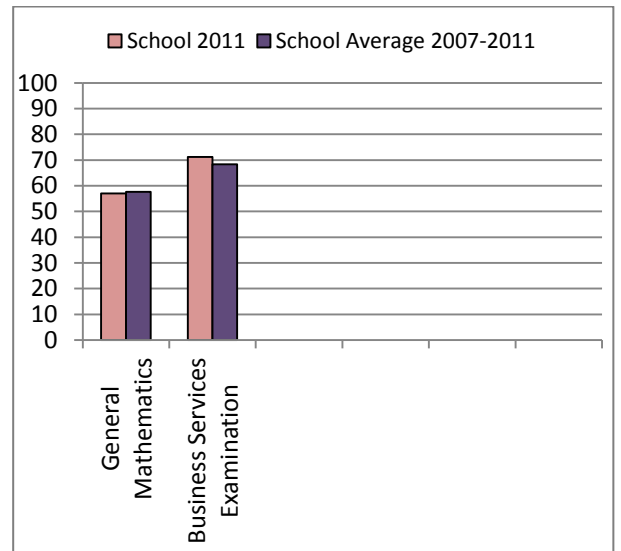
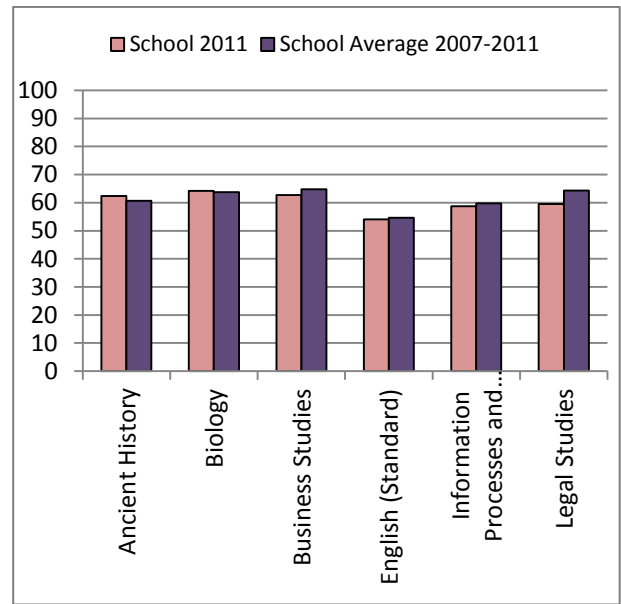
The value-added results show improvement in the area of Australian Geography, Civics and Citizenship. There is a marked decrease in English, Mathematics and Computer Skills, compared to the level of expected achievement of students on the basis of their Year 5 Basic Skills Test scores.

Higher School Certificate

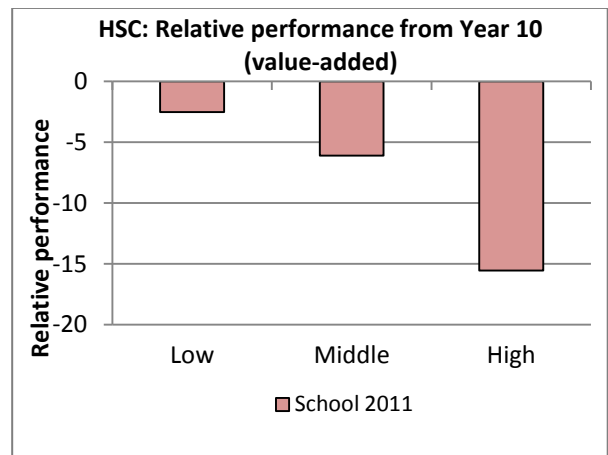
Information in the following graphs is limited as privacy issues prevent the publishing of data for courses where there are less than ten students.

The level of achievement of the students in their HSC courses is similar to that of previous years.

Students continue to achieve well particularly in Business Services examination.



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



Value-added results compare the actual achievement levels of students in their HSC courses with the level anticipated on the basis of their School Certificate courses. The school continues to value add to a greater extent with the lower ability students. WHS is investigating ways of extending the higher achieving students in future years.

Minimum standards

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

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

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	89.3
Writing	81.0
Spelling	84.8
Grammar & Punctuation	80.4
Numeracy	87.8

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	80.0
Writing	61.0
Spelling	79.5
Grammar & Punctuation	78.3
Numeracy	85.7

Significant programs and initiatives

Aboriginal education

The year began with the organisation of the new Aboriginal Education team whose first priority was the development and implementation of students' personal learning plans. "Allowah Day" in July was a huge success with students participating from all of the Hawkesbury

Secondary schools. The "Thumbs Up" program supported by the Jimmy Little Foundation invited our students to participate in a mini expo as part of a health promotion campaign. Our students performed the stand-up song at the expo, with each student receiving information on Aboriginal health and their own CD of their performance.

Presentation evening was a highlight for Aboriginal Education with two of our students receiving academic awards, Barry Misfud for Timber Technology and Brock Tarranto received the outstanding Aboriginal achievement award. "Sorry Day" ceremonies were attended by three of our students together with our Aboriginal Education Worker. Barry Misfud was the successful applicant of the regional Two Ways Together scholarship for Aboriginal students at Windsor High School. This scholarship is an initiative from the Aboriginal Education unit to encourage retention into our senior years.

In consultation with the Aboriginal Education team a new Aboriginal Education Plan was developed for Windsor High School for 2011-2014 that links with the Western Sydney Region Strategic Plan 2012-2014. Norta Norta funding was once again approved to support our students in improving literacy, allowing the employment of an Aboriginal Education Worker and a teacher to work with our low achieving students.

Other programs

Windsor High School 2011 Senior Support Program

The Senior Support Program at Windsor High School addressed the literacy and numeracy needs of senior students by implementing an action research project funded by a Western Sydney Regional grant. We employed an additional STLA to assist students develop and improve essential study and organisational skills. Students were supported to develop these skills in the context of their school assessment tasks and the improvement in their results has been remarkable.

In conclusion, the success of this program lies with the potential to move the results of the middle and top students. This target ties in with both the Western Sydney Region Strategic Plan and also the Windsor High School Plan.

Progress on 2011 targets

Target 1

Increased retention of students to Year 12.

Our achievements include:

- Increased retention of students to Year 12
- Senior literacy program implemented for Year 11 2011.
- Alternative curriculum ideas for senior students investigated.
- Attendance in Year 12 maintained but attendance rates for Year 11 students fell across the cohort. Some students did not return to school but were under 17 years of age and could not be exempted from attending.

Target 2

Increased teacher participation in school improvement.

Our achievements include:

- Teacher Professional Learning team instigated.
- Whole school enrolled in Team Leadership for School Improvement program to be implemented in 2011-2012.
- All staff are members of a school team.
- Positive Behaviour for Learning continues to be implemented across the school.

Target 3

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

Our achievements include:

- Increased teacher use of SMART data to analyse students' needs
- Creation of part-time position to develop targeted programs for students with low literacy levels.
- Increase in percentages of Year 9 students attaining proficiency in Reading and Writing in 2011 compared to 2010.
- Reduction in the percentage of Year 9 students below national benchmark in Numeracy in 2011 compared to 2010.

Target 4

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

Our achievements include:

- Appointment of Year 6 -7 Transition team and co-ordinator; team operating effectively across the Learning Community.
- Sharing of data related to student learning and achievement between partner primary schools and WHS
- Initiation of discussions about pedagogy and quality teaching, between executive staff in some partner primary schools in the area of Numeracy.
- Shared dialogue across the Learning Community developed a successful transition program that meets the needs of all students.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

Educational and management practice

Background

Teachers were surveyed to determine how confident they felt teaching aspects of literacy to students in Stages 4 and 5.

Findings and conclusions

- Most staff responding had been in the school less than 5 years.
- All staff reported understanding the literacy demands of their KLA, agreed that they are responsible for and feel confident in, teaching literacy.
- Most staff agreed that they expect all students to succeed in literacy.
- Most staff agreed that the school uses NAPLAN data to inform and improve student literacy, although 21% of staff didn't know if these improvements had occurred.
- Most staff strongly agreed that they program for and teach literacy as part of their lessons and assessments.

- Most staff agreed that their faculty was resourced sufficiently for teaching literacy
- Most staff agreed that professional learning in literacy met their needs; however, a substantial proportion of staff disagreed.

Future directions

- Staff require further professional learning in literacy strategies in their KLAs.
- The provision of literacy strategies in programs needs review.
- Raising the expectations for students' achievement in literacy.
- A whole school literacy team will be implemented in 2012 to address ongoing literacy needs.

Curriculum

Whole school audit of teaching programs.

Background

The teaching programs across all KLAs had not been audited in detail for several years. It was apparent that some programs in courses were now not meeting the current needs of students. All programs were audited in Stages 4 and 5 to determine if:

- Each course had a current program that was being used by teaching staff
- The program met with NSW Board of Studies syllabus requirements. Original syllabus document and mapping grids were used.
- Current hard copies of registers were being maintained by Head Teachers.
- Programs had a system of ongoing evaluation

Findings and conclusions

- Most courses had current programs although some were old and outdated.
- Not all the BOS requirements were being met.
- Some faculties needed to improve their practices relating to program registration, evaluation and improvement.
- The quality of programs was variable across KLAs and between KLAs in terms of presentation of program, inclusions of mandatory DEC requirements.

Future directions

- All Head Teachers to work with their staff to ensure that each course taught has a current program.
- A copy of all current programs to be kept by the Principal.
- Staff will receive training in developing quality-teaching programs.
- Registers to be maintained by all staff and to be kept in a central location by the Principal.
- Programs to be regularly evaluated and improvements implemented.
- Head Teachers to lead their staff in scoring programs against the syllabus mapping grids.
- Stage 6 programs to be audited in 2012.

Parent satisfaction

In 2011 the school sought the opinions of parents about the school.

Their responses are presented below. These responses will be discussed by the P&C, school executive and other staff to determine where improvements can be made. Particular attention needs to be paid to improving communication with parents.

The areas where parents feel the school is succeeding include:

- I feel welcomed in the school
- The school provides helpful information about my child's progress
- I can talk to my child's teacher about progress
- Teachers provide a stimulating and challenging learning environment
- The school rewards and praises students when successful
- Students are the school's main focus
- I share in the education of my child
- I receive information about how the school is performing

The areas where the parents felt that the school could improve include:

- The school values my help and interest
- The school takes my concerns seriously

- The school has high expectations of its students
- Parents are encouraged to participate in the important decision-making committees of the school
- Receiving adequate notice of school events
- Being informed of decisions made by the P&C
- Understanding of the current aim of the school as it relates to quality teaching



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 \$850 per teacher was spent on professional learning for staff in 2011. 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.

2012 Targets to achieve this outcome include:

- All staff trained to use SMART data.
- In numeracy:
 - Year 7, increase the number of students at or above minimum standard from 67.5% to 69.7% and the number of students at proficiency level from 10.8% to 15%.
 - Year 9, increase the number of students at or above minimum standard from 54.3% to 57.3% and the number of students at proficiency level from 4.9% to 10%.
- In Literacy, reduce the percentage of students showing less than expected growth in writing from 52.9% in Year 7 2010, to 50% in Year 9 in 2012.

Strategies to achieve these targets include:

- Formation of a whole school literacy team. Strengthen the numeracy team.
- Support staff members to incorporate numeracy and literacy strategies into teaching programs.
- Provide professional learning for teachers across all KLAs in analyzing student performance using NAPLAN data and in implementing effective strategies.
- Develop intervention programs for targeted students.

School priority 2

Outcome for 2012–2014

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 (see above).
- All staff develop skills in writing and evaluating teaching and learning programs.
- Head Teachers lead faculty evaluation and development of engaging programs.

- Evaluate whether existing curriculum continues to meet the needs of the students.

Strategies to achieve these targets include:

- Formation of curriculum team.
- Teacher professional learning provided at school and district level.
- Stage 6 program audit Term 2 2012 involving DEC staff from within the school and external to the school.
- Release time provided for staff when needed.
- Increased discussion at both executive and whole school level about quality teaching.
- Best practice samples from other schools viewed to provide diversity of examples.
- Ongoing monitoring of teaching programs by Senior Executive each semester.

School priority 3

Outcome for 2012–2014

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

2012 Targets to achieve this outcome include:

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

Strategies to achieve these targets include:

- Formation of a team to implement new software packages and develop a timetable.
- Targeted policies and procedures rewritten by relevant teams and presented to executive and all staff for implementation.
- Parents, students and community involved in the development and revision of policies and procedures.

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.

Mrs Annette Cam, Principal

Ms Yolanta Calvert, Careers Adviser

Ms Kerrie Corr, Head Teacher Support

Ms Chris Murphy, Senior Administration Manager

School contact information

Windsor High School

P.O. Box 117, Windsor NSW 2756

Ph: 02 45877122

Fax: 02 4587 7687

Email: windsor-h.school@det.nsw.edu.au

Web: Windsor-hschools.nsw.edu.au

School Code: 8396

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>

