

# Windsor High School

## Annual School Report 2013



## School context

Windsor High School (WHS) is a proudly inclusive comprehensive high school serving the Hawkesbury community. Classes and programs are structured to meet the needs of all students and cater for a wide range of learners. Windsor High School students reflect a diverse community, including Aboriginal, semi-rural and low SES families and backgrounds. Teachers work together with students, parents and community members to create a positive learning environment that prepares students to become proud, contributing members of our community.

## Principal's message

Our achievements this year have been many:

- ❑ Upgrade of the school facilities and environment including an iMac lab; purchase of class sets of iPads; painting of English and Mathematics blocks; renovation of the Administration building; repainting of the main quad, renovation of gardens, replacement of areas of damaged ceilings.
- ❑ Enhanced links with the University of Western Sydney, the University of Technology and Macquarie University in Science.
- ❑ A Gifted and Talented program providing valuable extension activities for students.
- ❑ Improving Literacy and Numeracy National Partnerships (ILNNP) funding for driving improvement in literacy and numeracy.
- ❑ Norta Norta funds to employ qualified tutors to work with our senior Aboriginal students.
- ❑ Priority Schools Funding used to establish additional teaching and executive positions to enhance teacher capacity and drive whole school improvement.
- ❑ Extended programs for Aboriginal students.
- ❑ Year 6 – 7 transition programs including robotics, science, art, music, dance, computing and Schools Harvest.
- ❑ Participation in the G'Day USA exchange.
- ❑ The show goats and the show team won many awards including Grand Champion at

the Royal Easter Show. Jessica Woods of Year 12 was awarded Junior Champion Handler at the Royal Easter Show.

Thank you to all parents and community members, as well as students and staff, for a very productive year!

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 2013 the P&C continued to enjoy the opportunity to meet with WHS executive and staff through regular meetings. This forum promotes open and inclusive discussion in all aspects of school life and also allows the school community to remain informed on 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 2013:

- ☐ P&C supported the music faculty in its presentation of a musical concert to allow students the opportunity and experience of performing to a live audience and also raised funds for resources. This event provided funds to assist with the purchase of the new equipment that is now in use in the music rooms. All students involved gave an excellent performance and it was a perfect opportunity for the music students to display their exceptional skills. A huge thanks goes to Mrs West, Mr Bonaccorso and the P&C Volunteers for arranging and the running of the Concert.
- ☐ The P&C committee was able to do some fundraising this year and held a successful wine and cheese night. This wouldn't have gone ahead if it weren't for the continuous organisation, support and help from parents and the P&C committee. To run an event takes a lot of time and dedication and I would like to say thank you to our P&C Volunteers who ran and organised the great night.

I have completed several years now in the WHS P&C Committee and as the current President of the WHS P&C committee; I remain slightly disappointed at the attendance levels of the monthly P&C meetings. Although in 2013 we did have an increase of several more parents, which was great to see fresh faces with new ideas. But for a school with many students, it would be nice to see more parents, careers or volunteers at our meetings.

Our monthly meetings offer the following:

- ☐ Various Heads of faculties give presentations ranging from the school curriculum to guided tour of school 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 future direction of the school,

- ☐ Discussions on topical subjects e.g. NAPLAN, MySchool Website.

Finally, thank you to the Principal, Mrs Annette Cam and the Deputy Principal, Mr Shannon Mudiman, 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.

**Mark Breeze**  
**P&C President**

## Student representative's message

The Student Representative Council (SRC) in 2013 was very active within the school and greater community. The members were passionate about fundraising for events and charities including: Jeans for Genes Day (children's genetic disease), Australia's Biggest Moring Tea (cancer) and for various students within the school who have required financial assistance particularly for international and national sporting events.

The SRC also attended a number of community events including Remembrance Day and Windsor RSL Anzac Day Dawn Service. Following the recent bushfires in the Blue Mountains the SRC conducted a fundraising barbecue in support of the victims of the bushfires. The SRC coordinator presented a cheque of \$500 dollars to Winmalee High School in order assist students and other people within the wider community who may have suffered as a result of the recent bushfires.

In total the SRC raised \$3294.86 and paid out \$1319.10

**Mr Peter Zivkovic**  
**SRC Co-ordinator**



## Student information

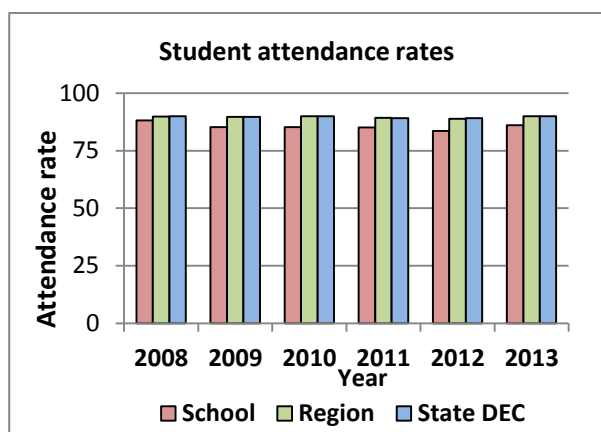
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

## Student enrolment profile

Student enrolment in 2013 was largely consistent with the previous year, with the exception being a small drop in numbers of students entering Year 7. This can be largely attributed to an aging demographic pattern in the school's drawing area.

Gender	2008	2009	2010	2011	2012	2013
Male	265	245	235	247	243	235
Female	252	240	249	258	245	243

## Student attendance profile



Overall student attendance rates for 2013 were 84% - 86%. This is approximately 3%-5% below State DEC average; however, at 91% attendance Years 7 and 8 were 1% below and at State DEC average respectively.

## Management of non-attendance

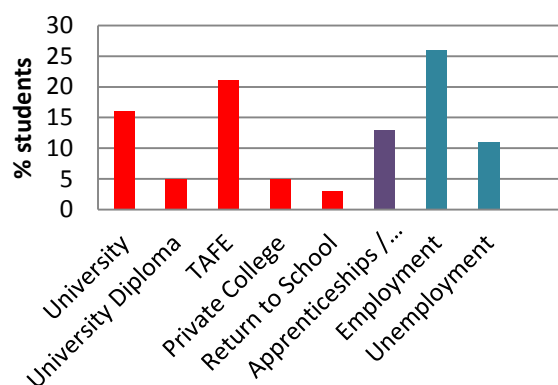
An Attendance Coordinator works with parents and teachers to monitor and manage student non-attendance. Staff use the Sentral welfare database system to record attendance and also interventions related to student welfare and attendance. Other processes include:

- ② SMS alert to parents for student absence
- ② Attendance expectations outlined to students on regular basis by Year Advisers, Head Teachers and teachers.

- ② The HSLO works closely with the Attendance Coordinator to identify students with attendance concerns. Immediate follow-up occurs at school.
- ② Attendance certificates awarded to students with excellent attendance.

## Post-school destinations

### 2014 HSC Cohort Destinations



A destination survey of the 2013 HSC cohort was conducted in mid March 2014. Of the 52 students in the HSC Cohort in 2013, 38 were contacted.

Of the students surveyed 47% are engaged in full time study at University, TAFE or private provider courses. Six students were offered places at University in courses ranging from Nursing, Psychology, Natural Science, Communications and Music.

Six students are completing courses at the Diploma level, two at TAFE, two at UWS College and two in private colleges. An additional six students are completing certificate courses at TAFE. Forty-four percent of students attending these full time courses are also working, mostly in Retail and Hospitality.

Two students gained apprenticeships in plumbing and electrical work and three students are in Traineeships; two of these traineeships (in Information Technology and Business Administration) are with Penrith Council and the third is in Childcare.

Ten students are engaged in full-time employment. The areas of employment are Retail, Hospitality, office work and process work. Most of this work is on a full-time, casual basis.

Four students are unemployed and are looking for work and one student has returned to school.



Because our cohort is small generalisations are hard to make, however a few observations can be made. As in other years our unemployment rate remains low. The number of students studying at diploma and bachelor level forms 32% of all students surveyed, and a further 29% are studying at a certificate level (this figure includes those in apprenticeships and traineeships) so that as per 2012 the trend seems to be two thirds of students in education and training and one third in full time employment.

### Year 12 students undertaking vocational or trade training

In 2013, 59% of all senior students were enrolled in Vocational Education and Training (VET) courses that included Entertainment, Business Services, Hospitality, Primary Industries, Metal and Engineering and Retail. Students from other schools enrolled at Windsor High School in Primary Industries and Entertainment framework courses. Students from Windsor High School studied courses such as Animal Care, Hairdressing, Automotive and Childcare through the TVET (TAFE delivered VET) program. Three students participated in School Based Apprenticeships and Traineeships.

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

The percentage of students attaining a HSC in 2013 was 47.9%. This was substantially higher than the previous year, but lower than state DEC at 64.5%. Also, 68% of year 12 students in 2013 attained a TAFE Certificate II or higher.



### Workforce information

It is a requirement that the 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
Head Teachers	7
Classroom Teacher(s)	31.2
Teacher of Emotional Disabilities	1
Teacher of Moderate and Severe Intellectual Disabilities	1
Teacher of Multicategorical Class	1
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
Careers Adviser	1
School Administrative & Support Staff	10.8
Total	58.6

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

We employed one Student Learning Support Officer who was an Aboriginal person and who worked with Stage 4 Aboriginal students.



### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	50
NSW Institute of Teachers Accreditation	33

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as

permanent salaries, building and major maintenance.

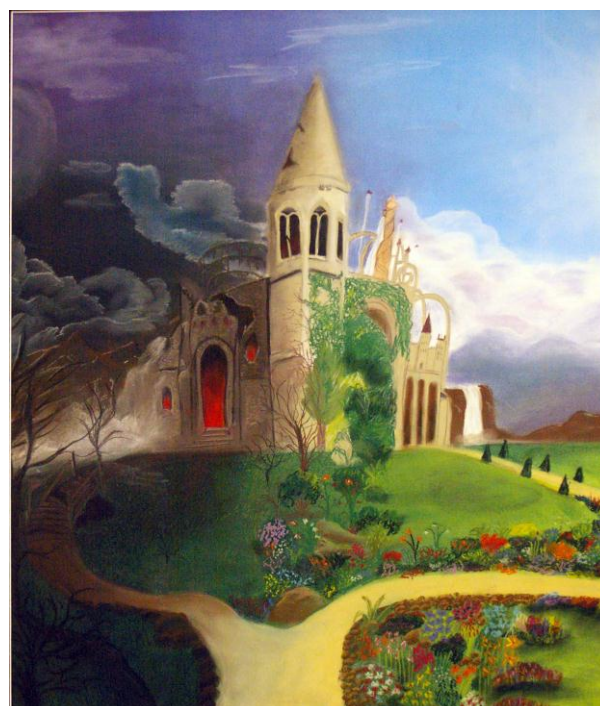
Date of financial summary	30/11/2013
<b>Income</b>	\$
Balance brought forward	448859.39
Global funds	406510.51
Tied funds	360676.47
School & community sources	139895.54
Interest	14719.97
Trust receipts	55972.66
Canteen	0.00
Total income	1426634.54
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	113174.18
Excursions	31251.59
Extracurricular dissections	37435.62
Library	7524.00
Training & development	11243.08
Tied funds	277275.93
Casual relief teachers	71313.13
Administration & office	162208.17
School-operated canteen	0.00
Utilities	124970.10
Maintenance	98107.73
Trust accounts	63166.23
Capital programs	38383.54
Total expenditure	1036053.30
<b>Balance carried forward</b>	390581.24

A full copy of the school's 2013 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 2013

### Creative and Performing Arts

- ☐ Students performed at events including the school concert, Education Week celebrations, Windsor's Got Talent Showcase, The Hawkesbury Creative Art Enrichment Program, Years 5 and 6 Transition Days, Presentation Evening and school assemblies.
- ☐ Student production 'Windsor on Stage' matinee grew in popularity and was attended by more than 350 primary students from local primary schools.
- ☐ Windsor High art students presented the Junior Art Express program to students at local Primary schools over the course of 12 weeks.





*Rachel Camden major work for 2U Visual Art HSC 2013.*

- ❑ Music and entertainment students throughout 2013 presented monthly performances at the Riverview Shopping Centre as part of the Hawkesbury Learning Community Program.
- ❑ Students from Windsor High and Windsor Public participated in the fourth year of Samba Workshops, which concluded with an Education Week performance in the Windsor Shopping Centre.
- ❑ Students attended regional and state Music camps.
- ❑ Senior and junior music students performed at the Windsor Public Fair and the Pitt Town Festival.

### **Debating and Public Speaking**

- ❑ Twelve Year 7 and 8 students participated in a Debating Gala Day at Glenwood High School. This competition required debaters to construct a convincing case in response to their newly received topic, in an hour, without the aid of information resources. They performed admirably and gained valuable experience that will stand them in good stead for future competitions.
- ❑ Year 7 and 8 students from the GAT Extension Group participated in a public speaking competition and demonstrated excellent skills in this area.

### **Dance**

- ❑ The Windsor High Dance Ensemble, consisting of students from Years 7 to 11, had an exciting year being accepted into both the Blue Mountains Nepean and Hawkesbury Dance Festivals. The dance work performed by the group was a contemporary piece, entitled 'City Life – On the Move'. The Ensemble's other feature piece for the year was a jazz routine entitled 'That Power'. Both routines were performed at various Education week presentations held within the local community.

### **Sport**

- ❑ **Swimming** – Dylan Tunks qualified for the Sydney West Carnival in the 200m freestyle.

- ❑ **Cross Country** – Daniel Freeman became the 12 year Boys age champion at the Macquarie Zone carnival and finished 9<sup>th</sup> overall at the Sydney West Cross Country Carnival in the 3000 m event.
- ❑ **Athletics** – The Macquarie Zone Athletics Carnival was held at the Homebush Olympic Park Warm-up Track as a one-day event in beautiful sunshine. The event was organized by the Windsor High School Sport Department and was a very successful day with a large number of competitors. Dean Frew was successful as the 16 years Boy Age Champion. He qualified with Dean Kennedy and Mitchel McCauley for the Sydney West Carnival.
- ❑ **Sydney West** – Dean Frew represented Sydney West in Baseball where he was part of the gold medal winning team. Dean was chosen as part of the All-Star Australian Baseball side in the position of shortstop. Dean was awarded Sydney West Blue for his effort and contribution to Baseball.
- ❑ **Macquarie Zone** – A number of students represented Macquarie Zone in a variety of sports. These included Teegan Ryan and Taylah Cottees for Basketball, Abraham Box for baseball as well as Teegan Ryan and Renee Dunn for Netball. The Macquarie Zone netball team was victorious at Sydney West.
- ❑ **Macquarie Zone Year 7 Gala Day** – WHS was well represented in all facets of the Gala Day. WHS were winners in Girls Netball, Boys and Girls Touch football and runners up in Boys Netball. This was an extremely successful day and has become a permanent fixture on the Macquarie Zone Calendar.

## **Academic achievements**

### **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.

The NAPLAN tests are conducted in early May each year.

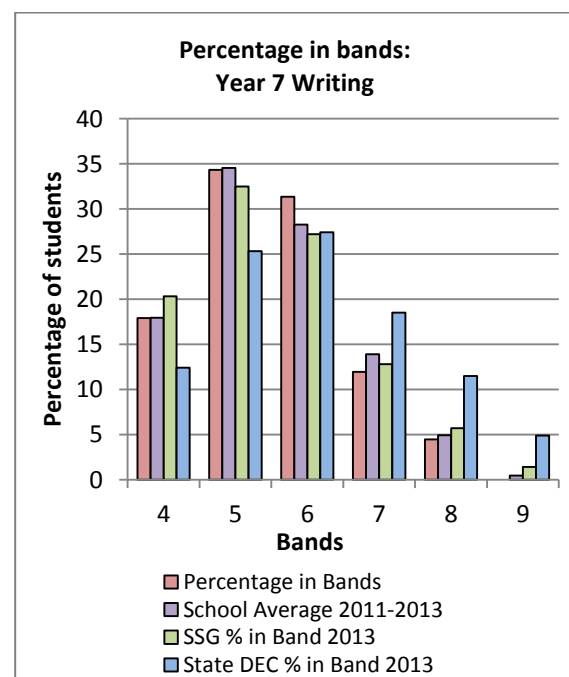
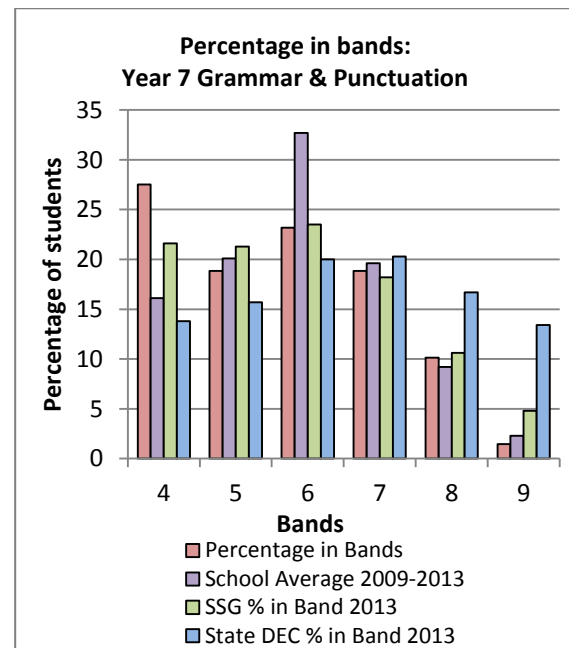
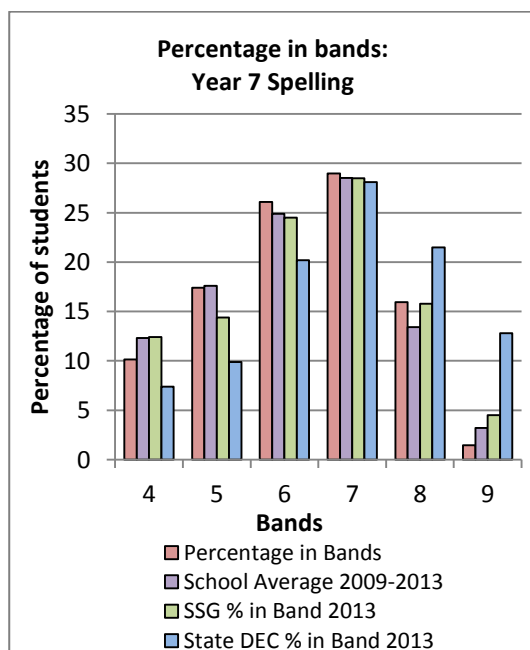
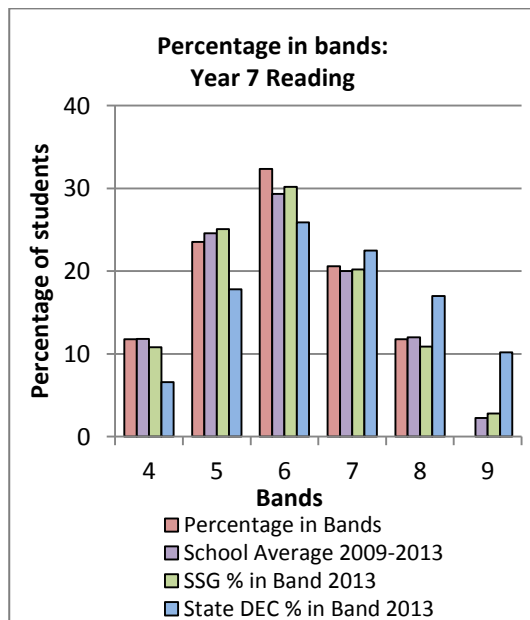
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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* to access the school data.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

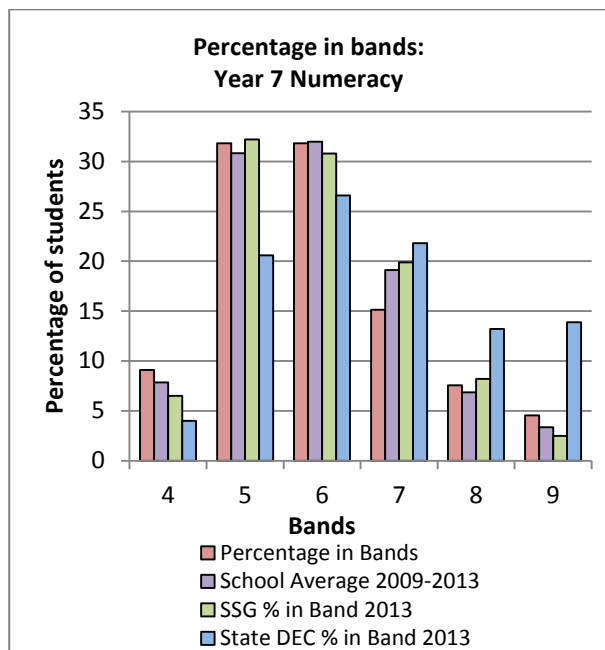


Highlights of the 2013 Year 7 NAPLAN results included a significant improvement in the aspect of writing by Aboriginal students. They were 9 scales above the state average and improved by 69 scales from 2012 data. Year 7 girls showed significant growth, exceeding the state average growth in reading by 12 scale scores.

In general, the achievement levels of the incoming Year 7 cohort as reflected in bands attained in NAPLAN were slightly below the school average for 2011-2013. The ILNPP funding received by the school in 2013 will be used for teacher professional learning to assist in improvements in literacy.



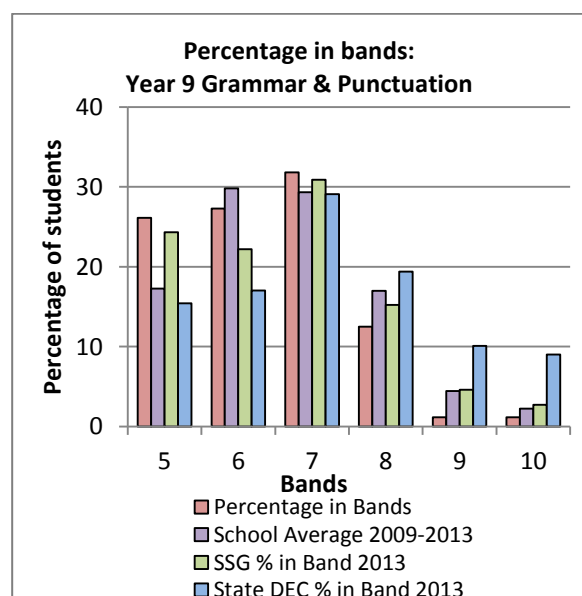
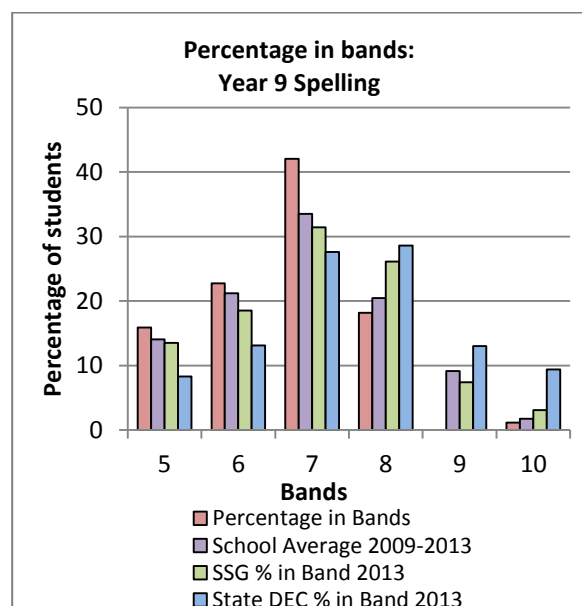
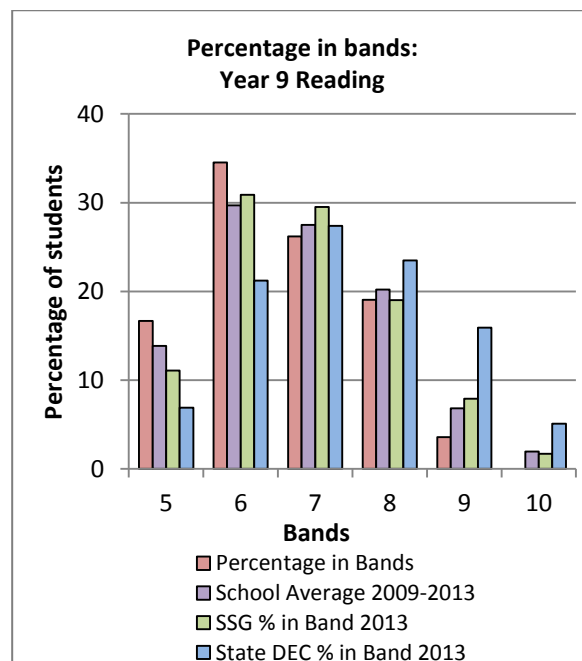
## NAPLAN Year 7 – Numeracy

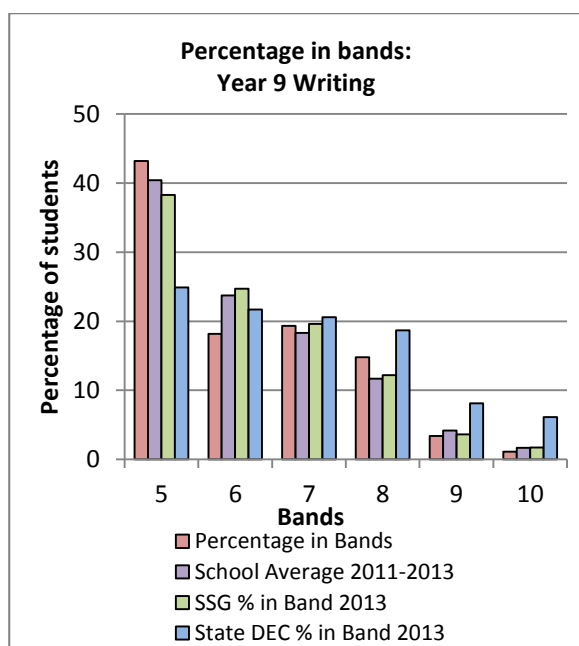


Whilst overall students in Year 7 Numeracy scored below state average, they compared favourably with schools in Similar Schools Group (SSG). The results indicate that many of our students struggle with basic numeracy skills and in-school testing shows that many of our students enter Year 7 without having achieved Stage 3 (years 5 and 6) outcomes. Strategies, such as explicitly teaching students the Newman's Error Analysis method and the Taking Off With Numeracy Project, will help to accelerate the development of these basic skills.



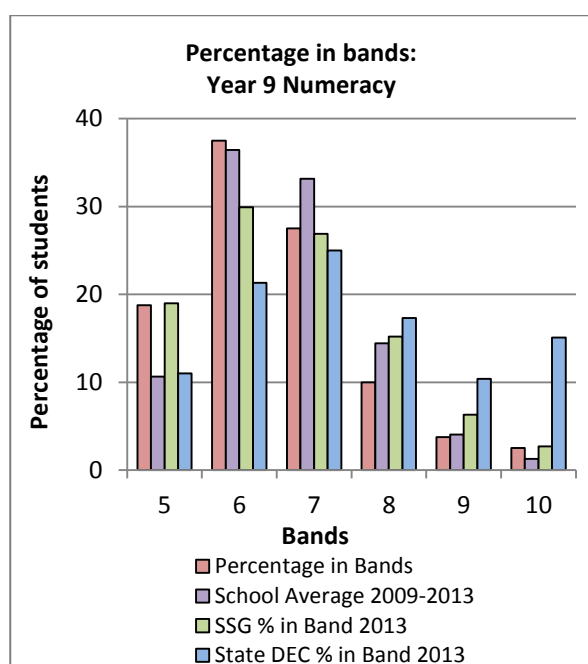
**NAPLAN Year 9 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)





Results for NAPLAN Year 9–Literacy were strongest in the area of Reading. The weakest area of Literacy achievement for Year 9 was spelling. The Literacy team in 2014 will investigate ways to improve literacy for these students.

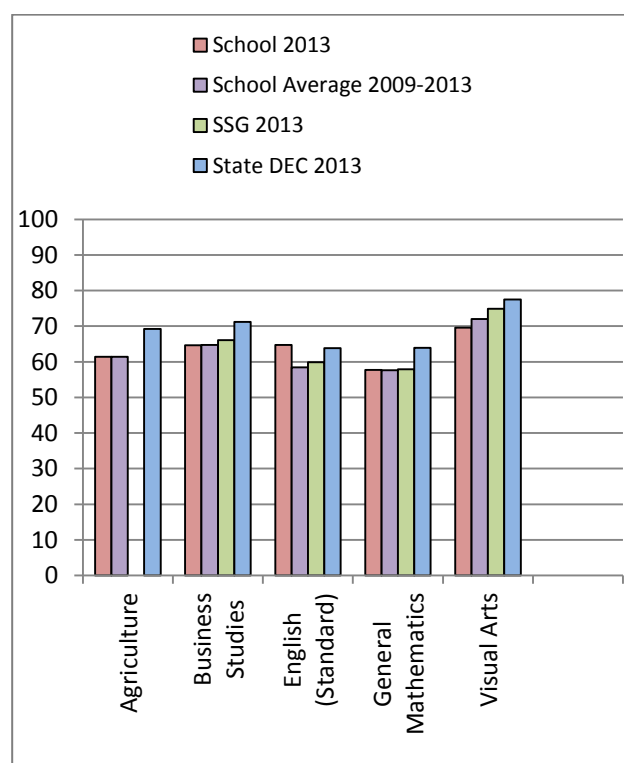
#### NAPLAN Year 9 – Numeracy



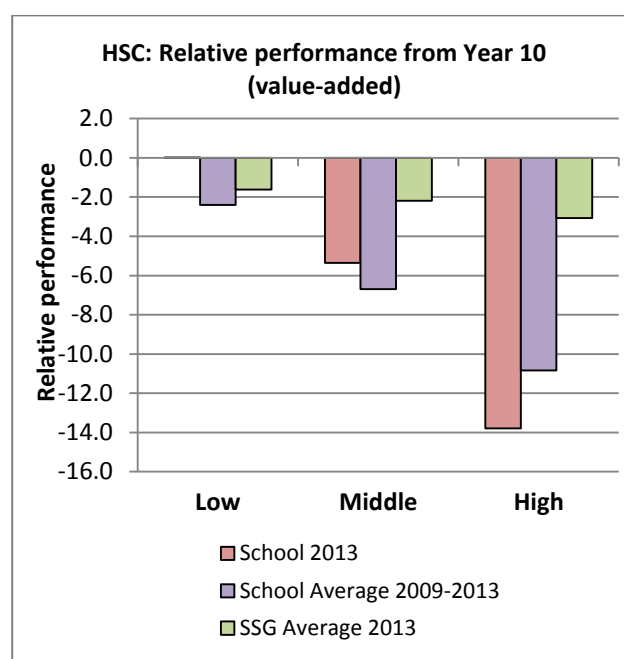
Eighty-four percent of Year 9 students scored in bands 5-7 in Numeracy. This is higher than the SSG percentage in these bands, and significantly higher than the state DEC percentage in the same bands. Whilst the percentage of students in the top three bands was lower than the school average for these bands 2009-2013, the percentage of students in the top band (Band 10) was higher than the WHS average for this period.

#### Higher School Certificate (HSC)

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).



Students in English (Standard) have now exceeded State Average and this is a credit to the hard work done by the English Faculty over the past few years. The Mathematics faculty has also been working very hard to improve the results for their students who are now at the same level as for the SSG.



The value-added data show that the school is value-adding to the students with the greatest educational need very well, but needs to improve its ability to value-add to the highest achieving students. In 2014, the school will conduct a review of the senior school to identify areas for improvement in relation to HSC results.

## Significant programs and initiatives

- ② A GAT program was implemented in 2013. The process to select candidates from Years 7-10 for what is known as the Windsor HS 'Extension Group' included interviews with students and parents. Extra-curricula activities included science excursions, public speaking, debating, and technology workshops. The group produced 'Windsor Whispers' – a newspaper for Windsor HS. The program was successful at maintaining the engagement and enthusiasm of the students and will continue in 2014.
- ② An outstanding and innovative transition program from Year 6 to Year 7. Primary school students were engaged in activities that addressed the main areas of transition – social and personal, and curriculum. The transition program included student and teacher visits to the primary schools and the high school, sharing of data, transition days and orientation day. Primary school students enjoyed lessons including ceramics, drumming, dance and PE, baking, jewelry-making, problem solving in Mathematics and science. Additionally, identified year 6 students participated in extended programs and workshops such as the School Harvest Program, Junior Art Express and the Gifted and Talented Workshops in Science, Computer Studies and Music.
- ② The annual Schools Harvest program involved Windsor Park and Windsor Public Primary Schools. Students from these schools work with our agriculture teacher throughout Semester 2 to plant and grow vegetables on our farm, grow chickens and then harvest the produce and cook with our Year 10 Food Technology class to prepare a delicious meal – paddock to plate!



## Aboriginal education

- ② Aboriginal education perspectives are embedded within teaching and learning programs which gives aspects of knowledge, skills and understandings of indigenous history, interaction within the natural environment and Aboriginal contributions to current Australian culture. The Aboriginal flag is flown along with the Australian flag.
- ② Our school was involved with the Aboriginal Indigenous Mentoring Experience (AIME) Program in 2013. AIME works around Australia providing mentoring and educational services to improve retention rates for Indigenous high school students. Students from year 9 to year 12 participated in seminars with mentors that aimed at building a generation of future leaders empowered with their own culture. Brendan Cameron, in year 10, and Tabitha Kirk, year 12, successfully competed with thousands of students across the state in a speech writing competition on what it would be like to be the first Australian Indigenous prime minister. Brendan and Tabitha finished in the top one hundred students after receiving thousands of votes from across the country.
- ② Renae Dunn, our first Indigenous school captain, and Liam Bates were both recognised with the Giri scholarship awarded to outstanding Indigenous students who have been both a role model to their fellow students and have achieved academic success.
- ② The year culminated in Allowah Day at Yellomundee national park. The day was organised with Da Murrytoola (Aboriginal Education Consultative Group) and National Parks and wildlife. Students were

involved in many different cultural activities including bush walks, smoking-ceremonies and story telling.

## **Priority Schools Program (PSP) Funding**

### **Background**

Windsor High School (WHS) received \$62,000 in PSP funds (provided to low SES schools) in 2013 and an additional 1.4 teachers.

### **Implementation**

An additional teacher was appointed to develop and implement a program for targeted Year 11 students, to assist with literacy and to provide an appropriate pattern of study.

Another use of this funding was to support the implementation of a 'Boys' Program' co-ordinated by an Industrial Arts teacher. This work-based program for Year 9 boys has met with great enthusiasm. The boys have attained their White Card and are working on improving the school grounds. The boys work as part of an effective team, with one of the team acting as a program manager. They wear an alternative uniform of high visibility shirts and steel-capped work boots. The program runs every Tuesday. So far, we have 100% attendance. The boys agree that they are learning valuable work skills and feel valued by the school.

The funds were used to create the additional executive positions of Head Teacher (HT) Welfare, HT Administration and HT Teaching and Learning, to assist drive school improvement and to ensure continuation of our outstanding welfare initiatives school-wide.



### **Future Directions.**

In 2014, the additional teacher allocation will be used to create a specialist teacher for a low ability Stage 4 class and to continue the very successful Boys Program. The executive positions will also continue into 2014.

## **Improving Literacy and Numeracy National Partnership (ILNNP)**

### **Background**

In 2013 the Federal Government allocated \$197,000 in ILNNP funds over two years to WHS for improving student literacy skills. The funding can be used to build teacher capacity, for teacher professional learning and to employ additional staff.

### **Implementation**

#### **Strategies for students**

We tested all Year 7 students for their reading and comprehension capabilities and placed them at the appropriate level on the K-10 Literacy continuum and then disseminated this information to all teachers. One-on-one tutoring was given to Year 7 with low reading skills and small reading groups, conducted by trained Year 11 students, were set up for other students. As a result, the majority of students involved improved their reading and comprehension skills within six months.

#### **Teacher professional learning**

All teachers began a one-year course called "Focus on Reading", which increased their capacity to improve the reading and comprehension levels of all students, particularly through the use of the Super Six comprehension strategies. This course is accredited with the Institute of Teachers.

#### **Employment of staff**

We employed additional staff also as follows:

- ② Deputy Principal for two terms to co-ordinate the "Focus on Reading" program
- ② Student Learning and Support Officers to assist students in the classroom
- ② Additional Learning and Support Teacher (LAST) to work with individual and groups of students.
- ② One day a fortnight additional SASS time to assist in managing the administration of the program.

### **Future Directions**

The program is ongoing and sustainable, so further improvements are expected. Each new group of Year 7 students will be tested early in the school year and placed on the continuum to



continue improvements in literacy into the future. In 2014, funds will continue to employ additional teachers to work with individual and groups of students on literacy.

## School priority 1

### Curriculum and Assessment

#### Outcomes from 2012–2014

- ☐ Teachers implement quality teaching and assessment practices (including ICT) embedding existing syllabus requirements that challenge and engage a variety of learners.
- ☐ The school's curriculum structure meets the needs of the students in preparing them for the future as 21<sup>st</sup> century learners.
- ☐ The school is prepared for the implementation of the Australian curriculum.

#### Evidence of progress towards outcomes in 2013:

- ☐ A major focus for 2013 was programming for the Australian Curriculum by the English, Mathematics, History and Science faculties. These faculties are implementing the new curriculum this year.
- ☐ An overview of Senior School assessment procedures was commenced in 2013. Consequently, a new process for writing and disseminating assessment schedules and tasks is being implemented.
- ☐ Modification of the timetable structure to facilitate greater engagement of senior students and to establish in Stage 4 in 2014 a remedial class and a class for high achieving students.

#### Strategies to achieve these outcomes in 2014

- ☐ On-going professional development of staff regarding new courses in the Australian curriculum.
- ☐ Continuation of school-appointed Head Teacher Teaching and Learning.
- ☐ Evaluation of Stage 6 assessment tasks against the requirements of the NSW syllabus.

## School priority 2

### Student Engagement and Attainment

#### Outcomes from 2012–2014

- ☐ PBL implemented into classrooms
- ☐ Student transition facilitated between significant stages.
- ☐ Increased student engagement
- ☐ Increased capacity of teachers to deliver engaging lessons.



#### Evidence of progress towards outcomes in 2013:

- ☐ “Check in, check out” program developed for targeted groups.
- ☐ New PBL team created
- ☐ Transition programs for Year 6 into Year 7 continued and expanded.
- ☐ Transition strengthened by improved student and parent information provided about senior school expectations including transition from Year 10 to 11 and Year 12 to post-school
- ☐ New Curriculum programming including ICT and a variety of pedagogy.
- ☐ Boys' Program implemented (page 10).

#### Strategies to achieve these outcomes in 2014:

- ☐ PBL expectations and targets to be explicitly taught and embedded in programs
- ☐ Attendance Coordinator position continues
- ☐ Transition program expanded for all Year groups, including seniors.
- ☐ Development of Year 11 Student Achievement Plans.

## School priority 3

### Literacy

#### Outcomes from 2012–2014

- ☐ Improvement of growth of all students in aspects of literacy, in particular, writing and reading.
- ☐ Improved student achievement in HSC
- ☐ Enhanced staff capacity to use SMART data to inform literacy teaching across all curriculum areas
- ☐ Enhanced teacher capacity to use suitable classroom learning strategies to improve students' literacy abilities

#### Evidence of progress towards outcomes in 2013:

- ☐ All staff enrolled in "Focus on Reading" course
- ☐ Faculty programs audited for literacy strategies for Stage 4.
- ☐ Improvement in NAPLAN results in Literacy for Aboriginal students.

#### Strategies to achieve these outcomes in 2014:

- ☐ School Literacy team re-established
- ☐ All teachers to continue and complete "Focus on Reading" course
- ☐ "Lesson Study" introduced with the focus on teaching literacy across the curriculum
- ☐ Writing competition for students

## School planning and evaluation 2012–2014

### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- ☐ Extensive discussion and consultation at staff and faculty levels to assess progress towards targets.
- ☐ Formal assessment of achievement of targets conducted by school executive at extended executive meetings

## School planning 2012–2014: progress in 2013

### School Priority 1

#### Outcome for 2012-2014

##### Literacy

Improve growth in all students in aspects of literacy, in particular reading.

##### 2014 Targets to achieve this outcome include:

- ☐ Increase the percentage of students at proficiency in reading from 12% Year 7 2013 to 14% Year 9, 2015
- ☐ Decrease the percentage of students at or below national minimum standard in reading for the Year 7 cohort from 35% in 2013 to 32% in 2015.

##### Strategies to achieve these targets include:

- ☐ All staff trained in and implementing Focus on Reading TPL by end of Semester 1 2014.
- ☐ These strategies will be used whole school by 2014 and beyond; target group for data collection is the Year 7 2013 cohort.
- ☐ Renewal of whole school Literacy Team to analyse student needs and devise whole school strategies to address these.

### School Priority 1

#### Outcome for 2012-2014

##### Leadership and Management

Increased capacity for leadership and effective management by executive staff, including creation of a positive learning culture and quality lessons.

##### 2014 Targets to achieve this outcome include:

- ☐ Establishment of professional learning plans and portfolios for all teachers;
- ☐ Executive members participate in TPL related to quality teaching and leadership and management
- ☐ Beginning teachers to gain accreditation within the required time limit.

### Strategies to achieve these targets include:

- ❑ Provision of professional learning support for Executive, with a focus on the Team Leadership for School Improvement course.
- ❑ Continuation of school-based programs to support teacher career development and new scheme teachers.
- ❑ Continuation of position of the Head Teacher Teaching and Learning to coordinate the use of professional learning funds and develop professional learning plans in association with faculty Head Teachers.

### Professional learning

Professional learning funds were distributed equitably across all faculties. An average of \$850 per teacher was spent on professional learning for staff in 2012. All staff participated in the Focus on Reading program and professional learning related to the National Curriculum. Student-centred learning and differentiated classroom practice have been identified as areas for future professional learning.

Following whole-school training, the English, HSIE, Mathematics and Science faculties have spent 2013 planning and programming for implementation of their individual syllabuses in 2014.

### Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Three areas were closely reviewed:

#### School Uniform

The school sought input via a survey from students, parents and teachers about a new uniform to be introduced for Year 7 and Year 11 at the beginning of 2014.

There was agreement that the school colours would remain green, yellow and white. However, the school community decided that black shorts and track pants would replace the previous green ones and the senior girls skirt would be a different coloured tartan.

The students have been wearing their uniform with pride and look wonderful.



### Parents' expectations of the school

The school promotion team conducted a survey of parents of students already enrolled at the school and those parents of students attending our partner primary schools, to gain a better insight into their expectations of the high school.

The survey showed that the following were the most important considerations for our families in choosing a secondary school:

- ❑ A safe and happy environment
- ❑ Well-trained and approachable teachers
- ❑ Good communication with the Principal and teachers
- ❑ Academic excellence and a breadth of curriculum opportunities.

There is broad agreement that the school performs well in these areas. The promotions team is now working to ensure that this is communicated to the parents and the broader community.

### Program review of English Faculty.

#### Background

In Term 1 2013 the school conducted a review of the English faculty's teaching and learning and organisational processes. The rationale for any school review resides within the School Development Policy (1999), of the NSW Department of Education and Communities.

The review panel explored three main terms of reference:

- ❑ To examine the programs, practices, systems and structures associated with the teaching and learning of English at Windsor High School.

- ❑ To identify achievements and future directions relating to English at Windsor High School
- ❑ To make recommendations on improvements to English programs, practices, systems and structures to increase student engagement and improve student-learning outcomes.

The review panel interviewed students, parents, teachers, observed teachers' lessons and examined faculty documents included teaching programs and HSC results from previous years.

### Findings and conclusions

The review found that:

- ❑ Most students like English and are engaged
- ❑ Needs of individual students are addressed
- ❑ English teachers utilise a variety of strategies to support students' academic achievement
- ❑ English faculty documents comply with school and DEC policy
- ❑ Teachers form a collegial team committed to professional development
- ❑ There is a broad leadership base of experienced teachers who are willing to explore creative teaching practices to enhance the intellectual quality of lessons.
- ❑ English teachers demonstrated positive relationships with students and parents and undertake leadership roles across the school.

### Future directions

- ❑ Further professional development for members of the English faculty, including on the new curriculum, improved pedagogy to engage all learners, assessment and feedback strategies.
- ❑ Introduction of a targeted literacy strategy across the whole school- Focus on Reading
- ❑ Development of criteria for HSC subject selection.
- ❑ Alignment of faculty practices with whole school expectations, policies and procedures relating to Aboriginal education, classroom behaviour, homework, bookwork, feedback to students and parents.

- ❑ Further develop the Faculty Plan, including a professional learning plan, which aligns to the School Plan and informs assessment, programming, teaching, learning and reporting.
- ❑ The leadership strength in the English Faculty should be applied to achieving consistency of expectations and practices across the school to improve the learning environment at Windsor High.

The implementation of all recommendations has been successfully completed within the nominated timeframe.

## 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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>