



Education &
Communities

Windsor High School Annual School Report 2014



WINDSOR
HIGH SCHOOL

8396

School Context

Windsor High School (WHS) is a comprehensive high school of about 490 students, located in the Hawkesbury Valley. Students draw from Wiseman's Ferry in the north to Bligh Park in the south.

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

Over the past six years, the school has established highly effective systems and structures in student welfare, school organization, curriculum and teacher professional learning and has established a positive learning environment and a culture that focuses on student and teacher learning with the aim of improving outcomes for students leaving the school. High quality programs that contribute to this include:

- Positive Behaviour for Learning (PBL) across the school.
- Sentral software to record student data, used by all teachers and office staff. This includes software for academic reports.
- Review of the junior and senior curriculum structures and offerings to enhance student learning while retaining a broad range of opportunities.
- Strengthened student wellbeing systems and structures including development of individual student pathways for learning.

The school has used its Resource Allocation Model and Improving Literacy and Numeracy National Partnerships (ILNPN) funds to support Aboriginal students in their learning and to increase retention to Higher School Certificate (HSC), to provide all senior students with access to qualified tutors to assist them in study periods, to train all teachers to better teach literacy and reading skills, to offer more challenging learning programs to Gifted and

Talented (GAT) students, to offer programs to engage students at risk and to increase the level of teacher and executive leadership.

The most recent "Tell Them from Me" student survey (Term 1, 2015) shows that students across all cohorts are at or above state average in almost all positive areas of school life, an improvement on the 2013 results. However, students' expectations of completing Year 12 and also of pursuing university as an option post high school are below state average and this will be a focus of the 2015-2017 school plan.



Principal's message

In 2014 there have been many significant improvements in all areas of student and teacher learning and in the involvement of the parents and community in the school.

In preparation for the development of the 2015-2017 school plan we re-evaluated the school's purpose and direction, consulting with teachers, parents and students and confirmed that our task is to both serve and inspire the community. Our strength lies in the guidance and support we give each student to provide an individual pathway to success. With parent and community support, we grow the very able leaders of tomorrow. Our greatest asset in driving school improvement is our teaching and the non-teaching staff, their dedication to their own professional learning and the willingness to challenge themselves and try something new.

In 2014, we celebrated outstanding achievements of some exceptional students ranging across academic, music and art, sport and citizenship. Students were successful in international mathematics competitions, many students scored in the highest two bands in the HSC, 23 per cent of Year 12 students gained university places and Dean Frew was awarded a

second Sydney sporting blue in Baseball. All our students are an inspiration because they work very hard to overcome their own personal challenges and create their own successes.

Mrs Annette Cam

Principal



Parent and Community Report

In 2014 the P&C met with Windsor High School executive and staff through regular meetings, enabling discussion of all aspects of school life and providing parents an opportunity to contribute to priorities, strategies, targets and allocation of resources within the school.

As parents and caregivers we are fortunate that the school encourages and values our active involvement and participation in these 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

Significant events in 2014 included:

- Support for the music faculty's concert that provides students with the opportunity to display their exceptional skills and perform to an audience. The funds raised assisted with the purchase of music faculty resources. Many thanks go to Mrs West, Mr Bonoccorso and P&C volunteers for arranging and the running of the concert.
- A Wine and Cheese evening; this unfortunately was less successful this year

due to low attendance. The P&C are now looking at a different fundraiser for 2015.

- A Car Boot sale was run for the first time this year and was very well-attended.

The funds raised have been put back into school improvements including:

- Installation of blinds in classrooms
- Decorative plants and a picture-hanging system in Reception
- Purchase of textbooks with a strong focus on Literacy and Numeracy.
- Purchase of iPads and software
- The Music Faculty purchased new musical instruments.

Having completed several years now as President of the P&C committee, I remain disappointed at the attendance levels at monthly meetings. Please remember P&C is not just about fundraising; our monthly meetings offer the following:

- Head Teachers give presentations ranging from aspects of the school curriculum to guided tour of 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, MySchool 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.

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; your involvement in committees, panels, reviews and other events throughout the year has been invaluable. And thanks to the children who support our events. I hope that the P&C becomes a part of every parent's life, either

through involvement in the committee or by supporting the P&C run events.

WHS is a public High School and I believe it is the best in the Hawkesbury area in both the delivery of curriculum and the involvement of the students. The new school uniform has raised the image of the school and its students immensely and led to the majority of students happy to wear the uniform with pride.

Mr Mark Breeze
P&C President



Student Representative Council

The Student Representative Council (SRC) in 2014 had another very active year within the school and greater community. The members of the SRC showed great motivation and leadership in helping to coordinate a variety of fundraising events for various charities and individuals. These included the Make a Wish Foundation (children in need), Australia's Biggest Moring Tea (cancer) and Jeans for Genes Day. Fundraising events were also used to raise funds for members of the school; for example Dean Frew was provided with financial assistance to assist with his baseball trip to USA.

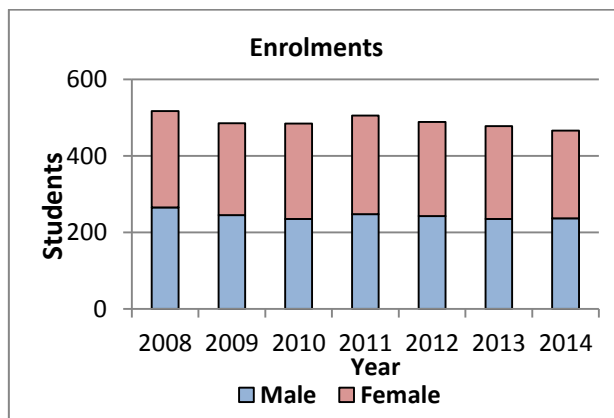
The SRC also attended a number of community events including the Windsor RSL Anzac Day Dawn Service and Remembrance Day. Following discussions during various SRC meetings the SRC decided to conduct a fundraising barbecue with proceeds going towards an outdoor seating area in the senior quad.

Mr. Peter Zivkovic
SRC Co-ordinator

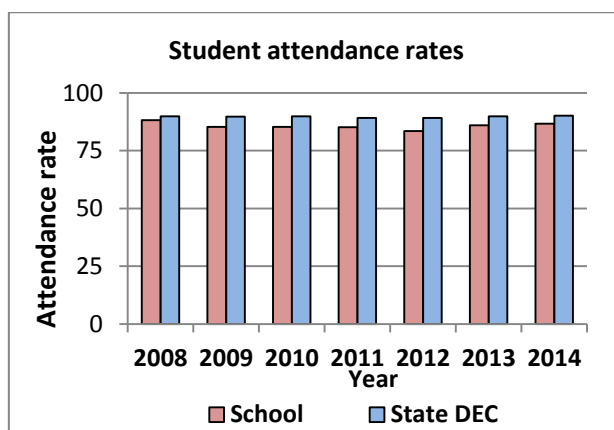
Student information

Student enrolment profile

Student enrolment in 2014 was similar to the previous year, with the exception being a small drop in numbers of students entering Year 7.



Student attendance profile



Whole day attendance rates remain similar to that of previous years. The rates are adversely affected by a small number of students who are school-refusers.

Management of non-attendance

The school's Attendance Coordinator monitors and manages student non-attendance. Teachers record electronically student attendance every lesson and also record interventions related to student non-attendance. Other processes include:

- SMS alert daily to parents for student absence
- Attendance expectations conveyed to parents and students on regular basis through a variety of avenues

- The Home School Liaison Officer works closely with the Attendance Coordinator and the Learning and Support Team to identify students with attendance concerns. Immediate follow-up occurs at school.
- Attendance certificates are awarded to students with excellent attendance.

Post-school destinations

In 2014 there was an increase in the numbers of students continuing into Year 11. Post Year 11, students may then proceed to the Higher School Certificate (HSC) or leave (when 17 years of age) in Year 11 with a Record of School Achievement (RoSA) to take up employment or other educational options. This year we are reporting on the destinations of students who completed the HSC and those that commenced Year 11 but did not continue to Year 12.

Thirty-one students left school during or at the end of Year 11; ten of these found full-time employment, three gaining apprenticeships. Ten students left to continue their studies at TAFE. Seven moved from the area, continuing their education at other schools and four students left to look for employment. Overall, 64 per cent of our Year 11 leavers stayed in education and training and 23 per cent left for full-time work.

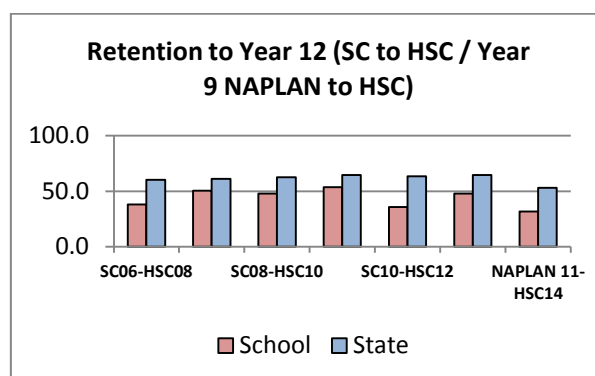
Forty-six students sat for the HSC last year; of these, five could not be contacted at the time of this survey. Twelve students gained entry to university, and three to university diploma courses. Three students gained apprenticeships, seven are in full-time employment, six are in full-time TAFE and five are unemployed. Thus 65 per cent are in education and training and 19 per cent in full-time work.

The majority of WHS students leave school to continue in education, and about 32 per cent entered university courses.

Year 12 students undertaking vocational or trade training

In 2014, 39 students (95% of the cohort) undertook vocational education or trade training courses as part of their HSC credential. The courses included: Business Services, Primary Industries, Retail Services, Industry-based Learning, Entertainment, Hospitality, Metal and Engineering, Information and Digital Technology, Sport, Fitness and Recreation, Animal Studies,

Community Services Specialisation Study, Beauty.



Year 12 students attaining HSC or equivalent Vocational educational qualification

Thirty-nine Year 12 students were awarded their Higher School Certificate (HSC) in 2014 and a further seven students were awarded a Record of School Achievement (RoSA).

This year, the retention data has been calculated using NAPLAN data in Year 9. Many students leave the school between Year 9 to Year 12 when their families move and they attend schools elsewhere. Many students also leave when 17 years of age to enter full-time employment or training.

Workforce information

Workforce composition

Position	Number
Principal	1
Deputy Principal	1
Head Teachers	6
Classroom Teacher	28
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	10.78
Total	54.38

Using DEC funds supplied via the Resource Allocation Model (RAM) and also funds from the

federal initiative, Improving Literacy and Numeracy National Partnership (ILNPP), the school created additional executive positions of Head Teacher Welfare, Head Teacher Teaching and Learning, Head Teacher Administration and a second Deputy Principal position to drive school improvement and create additional opportunities for teacher leadership.

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

Ms Zenai Beale, an Aboriginal teacher appointed to Windsor High School in 2014, completed her first year of full-time employment and is currently working towards her accreditation with the NSW Institute of Teachers.

Four teachers gained positions in other schools, either on merit or by transfer. Ms Karen Busby, HT HSIE, took up a position as HT Administration at Blaxland High School, Ms Kellie Boyd gained the HT Social Science position at Wyndham Senior College, Ms Emine Akrong gained a HSIE position at The Ponds and Ms Yatesh Kashyap was transferred to Wyndham Senior College. We thank all these teachers for their hard work and dedication and wish them the best in their new schools.



Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	50

Professional learning and teacher accreditation

Windsor High School staff recognize that a teacher's ability to teach well is the greatest influence on learning outcomes for students.

Teacher professional learning (TPL) funds were distributed equitably across all faculties with an average of \$690 spent per teacher across the year. Approximately 38 per cent of TPL funds were used to provide faculty-based, subject-specific courses for individual teachers.

In 2014 a number of school-based initiatives focused on improving teacher quality and collaboration were implemented. Following on from the completion of the Focus on Reading program by all staff in 2014, Windsor High School piloted 'Lesson Study', a structure that allows teams of teachers to plan, develop, implement, observe and reflect on lessons targeted at the needs of specific student cohorts. The implementation of the Super 6 strategies was the focus in 2014, with teachers embedding explicit literacy strategies into lessons to improve reading comprehension.

2014 also saw the implementation of the new NSW Curriculum in the core subjects of English, History, Mathematics and Science. Following extensive planning in 2013, the new programs were introduced to Years 7 and 9. These faculties continued their planning across 2014, developing programs for Years 8 and 10 for implementation in 2015. TPL funds were used to access external courses linked to specific content-areas, as well as to provide faculties with time to collaboratively plan and program.

With the development of a new school plan for 2015-2017, planning for future initiatives has already begun and includes TPL for gifted and talented students, 8 Ways of Learning for ATSI students, technology and web tools, improved teacher induction programs.

Beginning Teachers

At Windsor High there was one newly appointed teacher (Ms Zenai Beale) in 2014 in the PDHPE faculty. Funding was supplied to the school through the "Great Teaching, Inspired Learning" Department of Education and Communities initiative and this was used to reduce the number of face-to-face classes for this teacher during the two week teaching cycle. During these periods the teacher met with her mentor teacher to work on her accreditation. She also used this time to visit other classes and team-teach or observe other teachers.

Financial summary

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

A full copy of the school's 2014 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.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	390581.24
Global funds	409887.57
Tied funds	490639.89
School & community sources	112950.24
Interest	14701.51
Trust receipts	32241.80
Canteen	0.00
Total income	1451002.25
Expenditure	
Teaching & learning	
Key learning areas	91275.53
Excursions	11149.71
Extracurricular dissections	11427.30
Library	8845.43
Training & development	13822.23
Tied funds	370914.27
Casual relief teachers	73523.76
Administration & office	99283.96
School-operated canteen	0.00
Utilities	121748.64
Maintenance	54026.25
Trust accounts	46808.85
Capital programs	19736.59
Total expenditure	922562.52
Balance carried forward	528439.73

School performance 2014

During 2014 a record number of performances provided a range of curricular and extracurricular activities. Performance experience is a valuable component of the music program and was encouraged within school at competitions and on school assemblies, within the community at School Concerts, Windsor on Stage, Education Week Celebrations, the Hawkesbury Show, Windsor Riverview Shopping Centre, Windsor Markets and at Samba and Djembe workshops,

Art students had the opportunity to participate in Aboriginal Art Competitions, Design an Ad, Ceramic Workshops and Junior Art Express. Senior Entertainment students also enjoyed a

successful year providing entertainment services for a variety of productions of which some included the Richmond Players, the All Country Dance Festival, Windsor South Public Musical and the Hawkesbury Church Conference.

Year 12 Art students enjoyed a successful year with two students achieving a band 5. Senior music students delivered outstanding performances; Patrick Mount was nominated as a soloist for 2014 Regional Pulse Concert at the Sydney Opera House and Ashley Howarth was selected to participate in workshops with the Arts Unit Talent Development Project. Junior music students were offered many opportunities to join with students across schools and year groups to form music teams. In 2014 the Year 9-10 Windsor High School Stage band supported the combined Hawkesbury Music Festival Primary Choir at the Hawkesbury Music Festival while several more students were invited to perform as soloists.



2014 - SPORT

Swimming – Windsor High School were the conveners for the 2014 Macquarie Zone Swimming Carnival. Congratulations to Rhiannon Williams, Renee Taylor, Sheyanne Taylor and Caitlin Morgan for competing at the Sydney West Swimming Carnival in the 16 Years Girls relay.

Cross Country – Six students qualified for the Macquarie Zone team Ameysa Olivares 4th in 12/U Girls, Trey Nichols (Roache) 8th in 12/U Boys, Daniel Freeman 7th in 13/U Boys, Declan Rankin 8th in 14/U Boys, Louis Howarth 7th and Dean Kennedy 9th in 16/U Boys.

Trey Nichols (Roache), Ameysa Olivares and Dean Kennedy qualified for the Sydney West Cross Country Carnival that was held at the Penrith Lakes Regatta Centre. Ameysa Olivares ran 3rd in the 12/U Girls and subsequently qualified to run at the All Schools Cross Country Carnival that was held at Eastern Creek.

Athletics – The Macquarie Zone Athletics Carnival was held at Blacktown International Sports Park. Four students qualified for high jump at this level. These were Aden Parnell and Mitchell McCauley for 13-year boys along with Dean Kennedy and Jye Hardy for 16-year boys. Jye Hardy qualified for CHS Athletics in both high jump and long jump.



Baseball – Dean Frew represented Sydney West in Baseball where he was part of the gold medal winning team. He also was awarded a second Combined High School (CHS) Blue. Dean Frew competed in the CHS Baseball Championships and was selected to play in the Australian team. Dean toured the United States in September as shortstop.

NAPLAN

The National Assessment Program (NAPLAN) tests are conducted in early May each year.

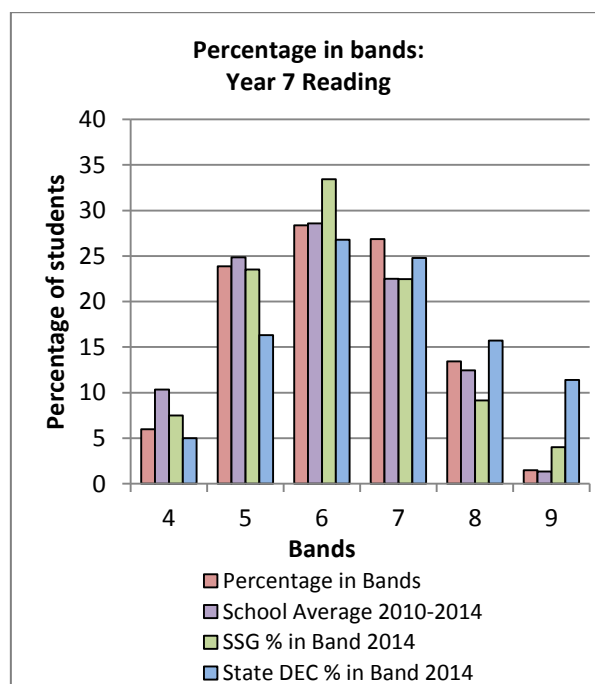
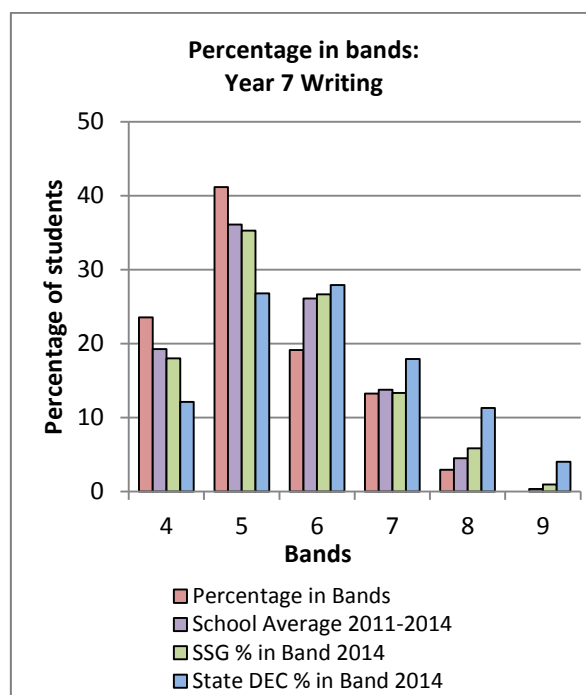
The results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

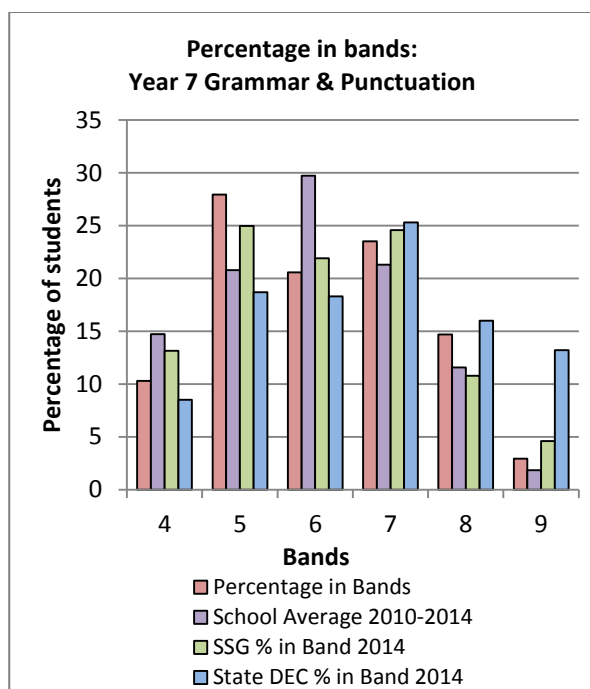
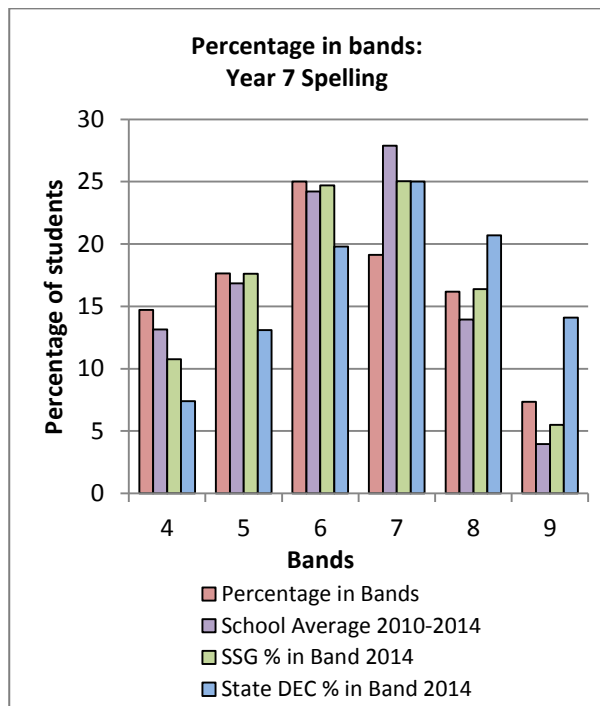
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

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



Highlights of the 2014 Year 7 NAPLAN results included a substantial improvement of 23 scaled scores since 2013 in the aspect of grammar and punctuation. Aboriginal students showed

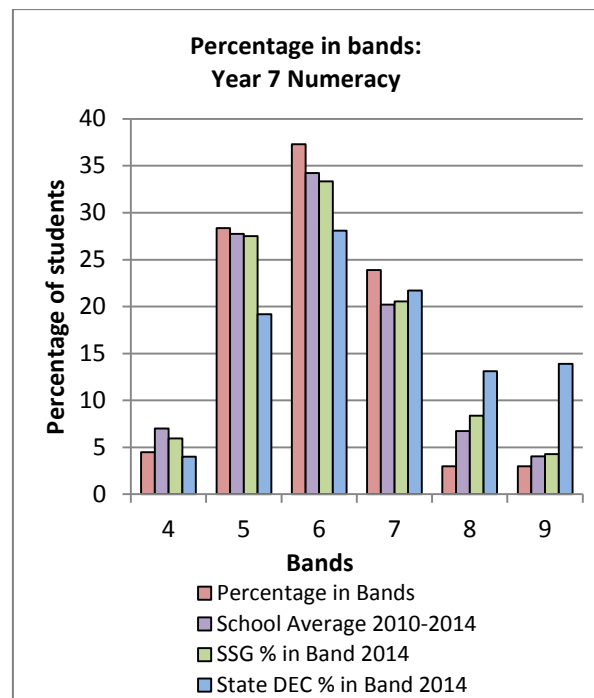
significant growth in the aspect of writing, exceeding the state average growth by 21 scale scores. Students improved by 9 scaled scores in the aspect of reading, with girls showing greater improvement than boys.



In general, there have been improvements in the achievement levels of Year 7 students from 2013 to 2014 in the areas of reading, spelling and grammar and punctuation. Writing is a target area to improve with Year 8 students in 2015 while a focus is maintained on continuing to improve all areas of literacy.

NAPLAN Year 7 – Numeracy

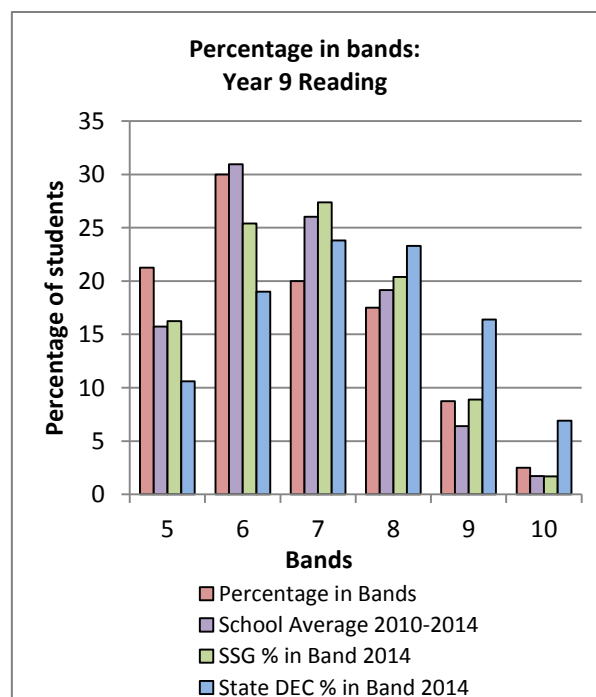
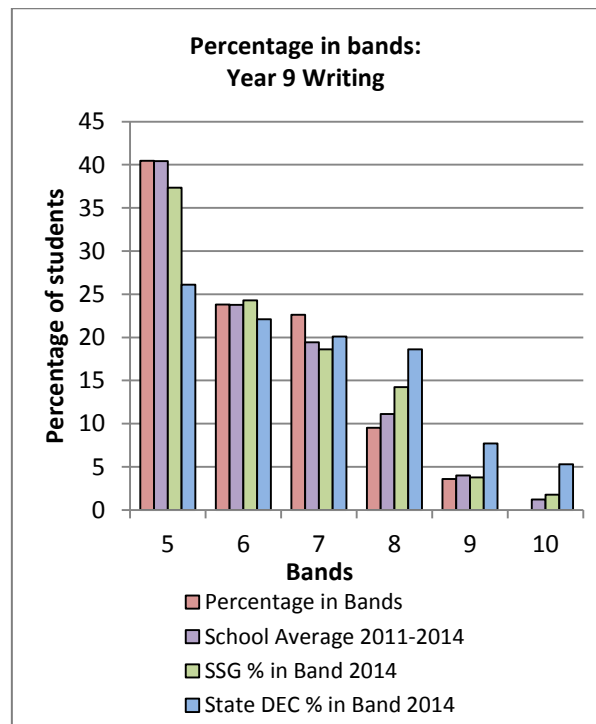
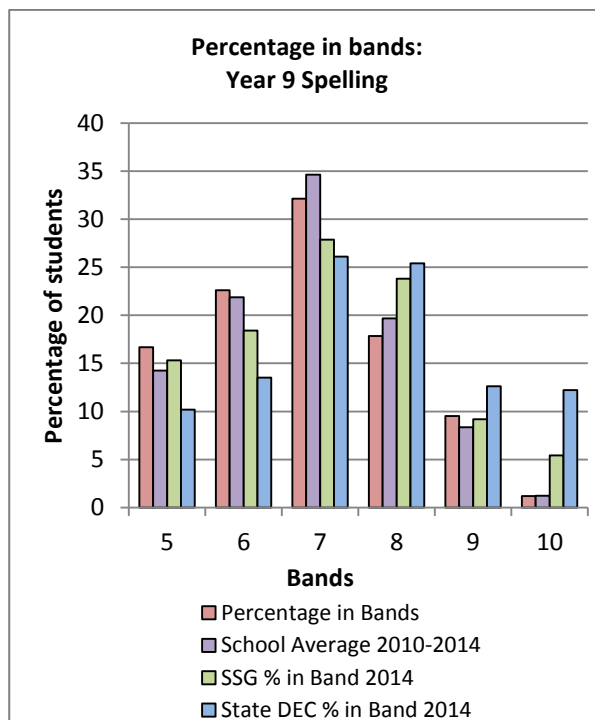
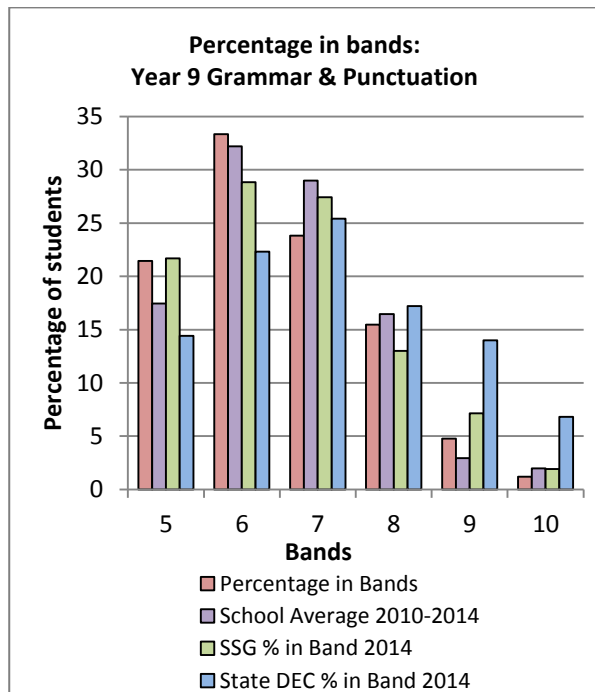
Year 7 students have shown an improvement in numeracy, with data, measurement, space and geometry being identified as improving more than number, patterns and algebra. Sixty-three per cent of Year 7 students have achieved growth greater than or equal to that expected based on their Year 5 results.



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

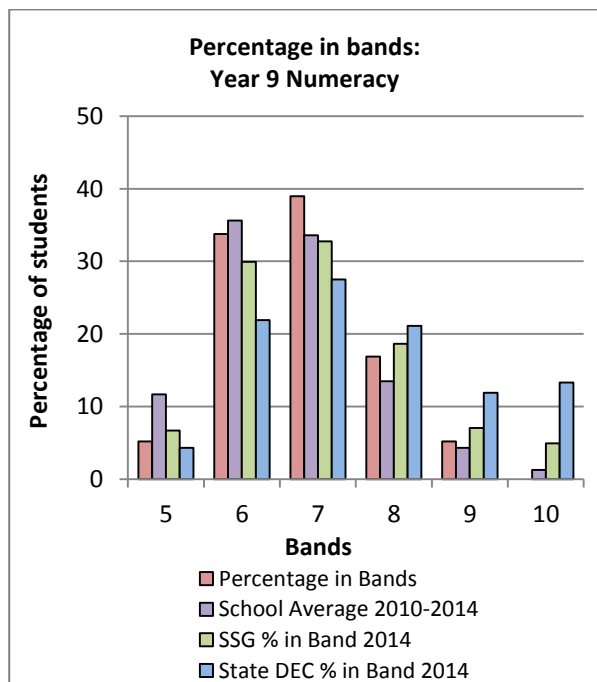
The Year 9 cohort demonstrated an improvement in all key aspects of literacy, with the biggest improvement evident in grammar and punctuation. Writing needs to be targeted as a focus for 2015 due to the large proportion of students falling below the national minimum standards in this aspect. There was significant improvement in the aspect of spelling by

Aboriginal students, with students exceeding the average growth of the state by 18.1 scaled scores.



NAPLAN Year 9 – Numeracy

There has been a significant improvement in numeracy for Year 9 students this year, with students performing the best as a cohort since 2010. Although there has been a great improvement in results, this year students did not score in the top band and Aboriginal students have not scored in the top two bands in the past four years. This will be a focus for the school in 2015.



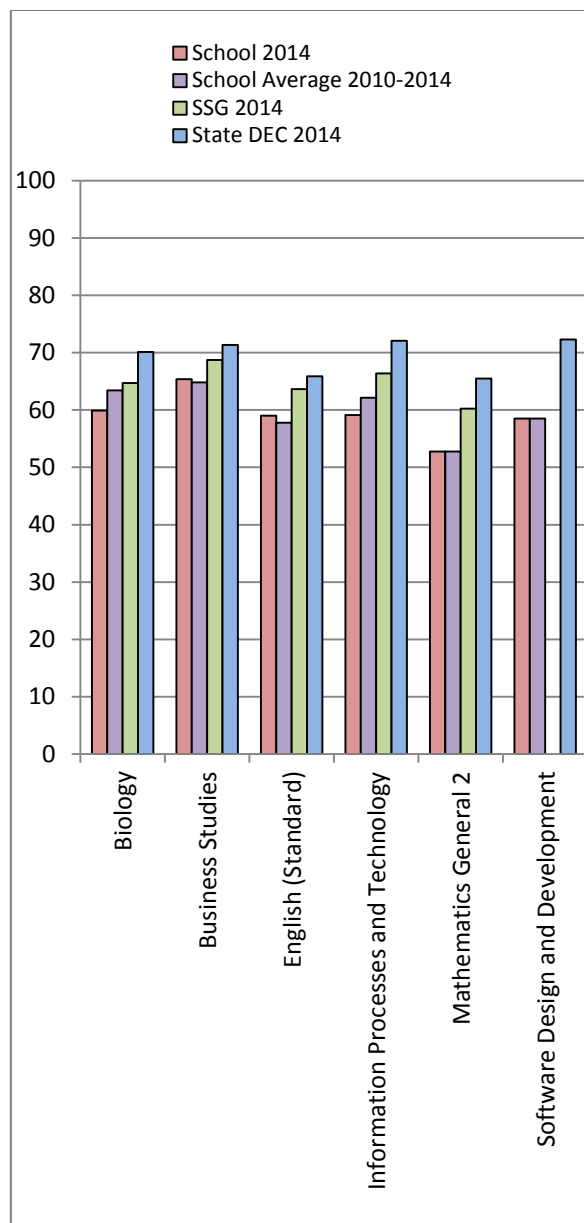
Higher School Certificate (HSC)

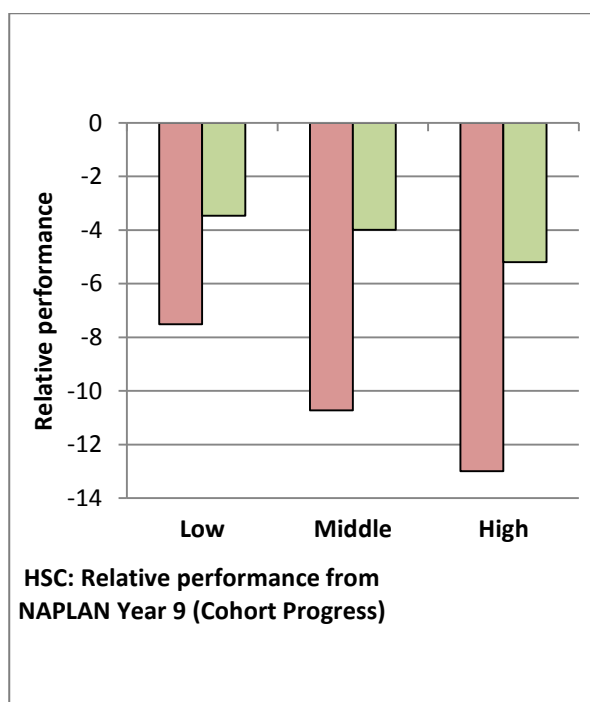
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In 2014, a number of our students received scores placing them into the higher bands in their courses. As we had a small HSC cohort, these high scores were significant; students attained Band 6 in Business Studies and Information Process and Technology. Eighteen students achieved Band 5 in a variety of courses and this is equivalent to 39 per cent of our student cohort. Students achieved particularly well in Ancient History, Business Studies and Business Services, Music, Art and Extension English and Biology. There was considerable improvement overall in Standard English results compared to previous years.

The overall value-added data shows that relative performance at HSC of low-performing students

in Year 9 NAPLAN is greater than for higher performing students at Year 9. The value-added score reflects in part the subject choices made by students at HSC level, and not necessarily the marks students attained in their HSC. For many individual students, there was a considerable value-adding.





Other achievements

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Aboriginal education at Windsor high school has continued to expand with the addition of new partners. NGROO PACE (a federally-funded organisation) worked with our school community in 2014. There were a variety of initiatives, including cultural training workshops for all teachers held at Murra Mittigar in Penrith. The NGROO volunteers worked with our dance teacher to put on dance workshops for students. These students performed at whole school assemblies. In addition, a student Aboriginal art competition was run. The winning entry was painted as a mural on the walls of the support unit. This partnership will continue into 2015 with plans to establish a bush tucker garden.

Multicultural and Anti-racism education

The school has an Anti-Racism Contact Officer (ARCO) who works with the school and community to ensure that all its members are aware of our school value of “valuing diversity”. Along with our other school values, this is raised on school assemblies, in year meetings and in classes to ensure that all our students, staff and parents are treated with dignity and respect, irrespective of their cultural background.

Aboriginal Background

Personalised Learning Pathways were developed and reviewed with all students of Aboriginal background in association with their parents. These PLPs are then made available to all staff via the Sentral staff portal.

The University of Western Sydney invited our Years 7 and 8 students to a Koori carnival day held on the grounds of their Richmond campus. The day was a wonderful success with students engaging in cultural activities as well as learning about pathways to university.

This year, two of our Aboriginal students, Brock Taranto and Liam Bates, were successful in gaining early entrance to university through the Badanami program to study science and primary school teaching. Brock was awarded the most outstanding Indigenous student of the year as well as gaining a Gili scholarship for his academic achievements.

Community partnerships were strengthened with the launch of the pilot program PACT. This program involved Hawkesbury police, Windsor High and various Aboriginal organisations. The program was developed to support Aboriginal students who were at risk of disengaging from school. It ran for eight weeks covering many different areas of interest all students were successful in graduating from the program. This program was a first for the Hawkesbury and will be repeated again next year.



Aboriginal art competition won by Carly Fraser-Jones Yr. 9

The Australian Indigenous Mentoring Experience (AIME) continued in 2014 involving students from Years 7 – 12 in partnership with Sydney University. This program assists students to

make positive choices and continue their education.

Allowah Day included 150 students and their parents from primary schools and high schools across the Hawkesbury. Windsor High School students were group leaders and positive role models for younger students and worked closely National Parks and Wildlife and Da Murrytoola (Aboriginal Education Consultative Group).

Norta Norta funding was provided for students in Years 8 and 19 and in Years 11 and 12. This funding was used to employ additional staff, including a Student Learning Support Officer and qualified tutors to assist Aboriginal students with literacy requirements of senior courses and also in revising their work and supporting them with assignments. This initiative has reduced the numbers of students who receive warnings of non-completion of course work in senior years.

Socio-economic background

The school used some of the funding supplied to instigate strategies to:

- improve school culture, support high expectations of students, teachers and parents
- enhance access to a broad-ranging curriculum
- strengthen partnerships between schools, families and community organisations
- improve quality teaching and learning and student learning outcomes

A class was established in Stage 4 (Years 7 and 8) for students with additional learning needs. The students have individual plans and Student Learning Support Officer assistance.

The school appointed additional staff, including:

- An additional Deputy Principal
- Additional executives, including Head Teacher Administration, Head Teacher Student Wellbeing, Head Teacher Teaching and Learning.

Low-level adjustment for disability

Windsor High School has incorporated a range of personalized learning and support programs to cater for the needs of all students, particularly those with a disability. A strong link to Primary feeder schools made it possible to identify

students with learning difficulties and disabilities in Year 6 and then ensure strong support networks are in place to transition these students effectively. The establishment of a small class that combines Years 7 and 8 students with additional support needs provided the capacity for programs to be modified to suit the needs of the individual students. Team teaching with the Learning and Support Teacher (LAST) and Student Learning Support Officer (SLSO) in the room has increased student participation and engagement.

The LAST has been team-teaching with specific faculties to explicitly teach the Super Six comprehension strategies and writing strategies to students in Years 7 and 8. This approach has improved students' learning outcomes and increased teachers' capacity in teaching literacy skills. Team-teaching is effective in addressing the needs of diverse learners and in identifying and assisting those with additional needs. Some students have also been withdrawn for intensive reading programs such as Multi-Lit and EAL/D support.

The school was a pilot school for the collection of data about student disability for the National Consistent Collection of Data (NCCD) scheme. In 2015, the school will work on developing teacher capacity to differentiate the curriculum for their own subject area. This will result in teachers being better able to cater for a diverse range of students in each classroom, ensuring they are all able to access the curriculum.

Other significant initiatives

Improving Literacy and Numeracy National Partnerships

Windsor High School received \$195,000 of funding through the Improving Literacy and Numeracy National Partnership (ILNPN) Federal Government initiative in 2013-2014. We focused on improving reading delivering to the teaching staff a 12-month program called "Focus on Reading". Two teachers were trained externally to deliver the course at school, developing an effective professional learning community.

Funding was also used to create a six-month position of Deputy Principal to implement the Focus on Reading program.

One of the aims for teachers was to develop professional learning that is ongoing, supported

and fully integrated into the culture and operations of the school. Student-centred outcomes focused on reading and comprehension skills, particularly in Years 7 and 8. All teachers were required to complete four modules delivered over 40 hours and were required to implement strategies in the classroom. The program was sustained through continued team teaching and the integration of the Super 6 Comprehension Strategies into a whole school literacy initiative. All students in Years 7 and 8 were placed on the literacy continuum and their progress along the continuum was measured. Pleasing improvements were seen across the Reading and Comprehension strands of the continuum, with students improving on average by 2-3 clusters. (The expected improvement is one cluster.)

“Focus on Reading” strategies continue to be implemented by teachers across the school in their daily lessons.

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 priority 1

Literacy

Targets for 2014

- All staff trained in and implementing “Focus on Reading” by the end of Semester 1, 2014
- Increase the percentage of students at proficiency in reading from 12 per cent Year 7 2013 to 14 per cent Year 9, 2015
- Decrease the percentage of students at or below national minimum standard in reading for the Year 7 cohort from 35 per cent in 2013 to 32 per cent in 2015.

- Strategies used to achieve this centre on “Focus on Reading” TPL.

Outcomes from 2014

Evidence of progress towards outcomes in 2014:

- All staff completed in “Focus on Reading” course and implementing strategies (including “Super 6”) into programs and lessons
- All teachers participated in “Lesson Study” with a focus on teaching literacy across the curriculum.
- Data regarding the percentage of students achieving proficiency and at or above national minimum standards not available until Term 3 2015.



School priority 2

Leadership and management

Targets for 2014

- Revise TARS processes including the establishment of professional learning plans and portfolios for all teachers
- Executive teachers participate in TPL related to quality teaching and leadership and management
- All beginning teachers to gain accreditation within the required time limit.

Outcomes from 2014

Evidence of progress towards outcomes in 2014:

- Revised TARS processes devised and implemented with a focus on teachers developing professional learning plans and portfolios.

- 360 degree survey completed by executive to guide them in their professional development planning
- Beginning teachers working towards accreditation as required.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Senior School Review

Background Information

In 2014, the school conducted a review of the senior school to evaluate current practice and to identify areas for improvement in relation to outcomes for Year 12 students, including HSC results and options for school leavers.

A small team of teachers conducted surveys and focus groups composed of students, parents and teachers to collect information. The terms of reference included:

- To determine the quality, scope, focus and balance of senior school curricula and teaching at Windsor High School.
- To identify achievements and future directions relating to senior students at Windsor High School.
- To make recommendations on improvements to the Windsor High School programs, practices, systems and structures to increase student engagement, improve student outcomes and enhance post-school opportunities for students.

Findings and conclusions

- For Year 11, students choose a pattern of study that will give them an ATAR. As students move into Year 12, many of them drop ATAR courses as they try to balance the demands of the HSC with part-time work and other activities.
- Students did not feel that they had been sufficiently prepared for the demands of stage 6 courses by what was required of them in stages 4 and 5.
- Teachers also reported that students did not seem sufficiently well-prepared for the

academic demands of Stage 6 by the end of Year 10.

- Improvements need to be made by teachers in the provision of assessment tasks and marking guidelines for students.
- Teachers, students and parents acknowledge the value of student skills programs and the welfare systems and programs that are in place to support students.
- Students feel that they need more support particularly monitoring their individual progress to ensure they meet standards.
- Teachers felt confident in their ability to teach to the required level for students to achieve well using a variety of strategies. Systems and structures need to be better designed and implemented to support inexperienced teachers in terms of teaching HSC students.
- Students are aware of the need for regular revision to enhance achievement but admit that they do not necessarily apply themselves to the required level.
- Many students said that they are aware of alternatives to ATAR courses and pathways to post-school opportunities.
- Parents are supportive of their children and whilst they would like to facilitate academic excellence are not fully aware of the time commitment, effort and application required.

Future Directions

These areas will be considered for action in 2015 – 2017 school planning cycle.

- Improved Study Skills lessons for senior students.
- Increased rigour in Stages 4 and 5 to address including reviewing assessment tasks with a focus on higher order thinking and a continued focus on literacy including a focus on writing.
- Extension of study skills programs for senior students with clear and specific guidelines.
- Develop and refine student-teacher mentoring program to include explicit guidelines and expectations relating to academic achievement.

Focus on Learning Teacher survey

Windsor High was a pilot school in the statewide Focus on Learning Survey pilot program. This survey is a self-evaluation tool which allows teachers and schools to assess their effectiveness against the *Eight Drivers of Student Learning* and *Effective Schools* research. The overall results showed that Windsor High School's result in the 'Use of Technology in the Classroom' and 'Inclusivity' was on par with state averages. *Leadership* was highlighted as an area for further development in the future. We have begun work in this priority area through analysis of the *Grattan Report into Effective Schools Research* and a 360 degree survey of the Executive Team in Term 3, 2014. Further investigation and accompanying actions will form part of the 2015-2017 school planning cycle.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Windsor High School has implemented the new school planning process, consulting with the school community. The following three strategic directions were identified:

Strengthening teacher quality

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

Engaged learners achieving their full potential

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

of all students into post-school education and career pathways.

Inspiring a culture of school and community collaboration

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

These targets will guide and support the school community to enhance learning opportunities for all students and create a platform for future progress and achievement across the school.

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 this report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>