

# Winmalee High School Annual Report



2016



8573

## Introduction

The Annual Report for **2016** is provided to the community of **Winmalee High School** as an account of the school's operations and achievements throughout the year.

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

Katrina Middlebrook

Principal

### School contact details

Winmalee High School

High School Drive

Winmalee, 2777

[www.winmalee-h.schools.nsw.edu.au](http://www.winmalee-h.schools.nsw.edu.au)

[winmalee-h.School@det.nsw.edu.au](mailto:winmalee-h.School@det.nsw.edu.au)

4754 2822

### Message from the Principal

It has once again, been a year full of activity both in and out of the classroom at Winmalee High School.

Katie Kelly the school Dux 2015 with an ATAR of 97.00 had Band 6s in all courses gained her results as a product of her hard work, persistence, constant revision and study. There were 13 students with their ATAR in the 90s. The best of these students other than Katie were: 96.95 Jamie Stammers; 95.70 Annelise Thomas; 95.50 Monica–Rose Van de Luecht

In addition to these strong results the school had just over 9% of students or 60 students out of 122 achieving a Band 6. This was up from 44 in 2014, 36 in 2013; and up from 22 in 2012. There were 24 subjects achieving Band 6s out of the 37 courses offered at the school. Our highest performing subjects with Band 6s were Drama with 7 Band 6s; General Maths with 6 Band 6s; and Mathematics both with 5 Band 6s; CAFS, Food Tech and Music 1 all with 4 Band 6s; Legal studies, Modern History, Maths Ext 2 and Visual Arts with 3 Band 6s.

One of our big achievements this year was the result of our School Validation. Each year each school in the state over the next five years will participate in a self-assessment process seeing where they sit against a predetermined set of criteria called The School Excellence Framework. They are assessed as either delivering, growing and sustaining or excelling. This year as one of the validation schools, Winmalee High School provided evidence that assessed them as Sustaining and Growing in the 14 elements across the three domains of Learning, Teaching and Leading.

The biggest and most meaningful school project for the year was the play, 'Straw hats, Thongs and Toothbrushes'. Madeleine Sheehy, Drama teacher, ably led this project and directed it in conjunction with Zeal Theatre Company. The Drama students from Year 9, 10 and 11 conducted all of the research for the play and performed the play. Madeleine felt it was one way she and the school could contribute to the further healing of the community. It received rave reviews from the local community and was Highly Commended at the NSW Resilience Australia Awards.

The other major project this year was been the opening of the @thecaffeinelab by the VET Hospitality students led by their enthusiastic teacher, Ms Megan Renwick. The cafe has become part of Winmalee High School culture. The students are assessed for their competencies during their preparation and service from front of house, to barista and food preparation.

The Apprenticeship Mentoring Program continued in Semester 1. It is a work readiness program where students learn about the skills and qualities employers are seeking. They walk away with a First Aid Certificate and a White Card. In Semester 2, students were offered the chance to participate in a Certificate II in Construction delivered by Nirimba TAFE at school. We will have four wooden shelters on concrete slabs for students to sit under as a product of their construction work.

The school continued its focus on Super 6 Literacy Strategies. These strategies provide a toolkit students can employ to improve their reading, understanding and learning. It is a key part of our strategic direction, Quality Teaching and Learning. This year the focus was on Infering. It aims to support students to find the hidden meaning of the text. Teachers have been explicitly supporting students to infer; identifying words within the text that provide some hints as to the hidden meaning. They continue to work on all aspects of the Super 6 strategies.

Teachers have continued their work in supporting students to write extended responses using ALARM, A Learning and Responding Matrix. Currently teachers are explicitly teaching students the 'responding' aspect of the matrix. They are learning how to structure or scaffold a response to extended response questions.

Quality Partnerships are a key focus of our school plan. We have focused strongly on communicating with our students and their families through increased use of emails, our Skoolbag App and official Facebook page. The online booking system for parent/ teacher conferences is proving very effective. This year we extended this system to subject choices in which students in Year 8 into 9 and year 10 into 11 made their choices online.

The school has increased the number of class sets of computers. With three COWS or computers on wheels and two more recently purchased. As well, two sets of 15 ipads have been purchased for use in classrooms. This takes the technology to the students.

\*The Learning Hub continues to be a success story for the school. This year saw the introduction of a 'Connecting with Nature' Group and another group who completed an Animation Project in Semester 2. The Animation Project will continue next year and will be extended to film making. The Learning and support team successfully implemented a case management approach to student support.

Our Recognition of student excellence (RoSE) breakfasts are based on rewarding Growth Mindset – hard work/ persistence, and effort along with above average grades. Many students are achieving so well they have been invited to ROSE breakfasts in both semesters. It also provides a wonderful opportunity for parents/carers to celebrate the achievements of their children. Our Positive Behaviour for Learning or PBL team continues to work hard to promote our values. They have: Introduced 'growth mindset' to our students as a concept; Affirmed our hashtag '#I'll stand Up' and 'say yes to kindness'; Acknowledged that you can 'Be who you want to be' at Winmalee High School; Recognised 100% attendance with a BBQ each semester and commendation letters home for above 95% attendance; The PA system has been installed post bushfires to support our emergency response for lockdown and evacuation. It has been used recently as a part of the PBL promotion to be ready for learning. Music is played through the system for three minutes after the bell. Students are expected to be at class ready to learn before it ends.

The profile of Aboriginal education at Winmalee High School has continued to expand with over 31 ATSI students attending Winmalee. Many students participated in the AIME Program at University of Western Sydney; a leadership program. Thank you to Ms Kristie Robson for leading the ATSI group this year.

Winmalee High School continues to foster the relationship between students and local Elders including Elder Michael Jungura and Uncle Graham Cooper. The school regularly supports the local Aboriginal Education Consultative Group (AECG); attending monthly meetings and working with students and families to further foster relationships with the Aboriginal community and includes AECG members on merit selection panels.

Thank must go to the captains for 2016, Siobhan Clifford, Brendan Palmer Brown, and Vice Captains Lydia Kearns and Louis Boyd and our prefects for their strong leadership. They have been exemplar ambassadors for the school and have an exciting future ahead of them.

The SRC regularly represent our school at community marches, P and C meetings, participate in the Macquarie Leadership Forums. Kiralee Roscoe–Bynon once again represented youth on the Blue Mountains Youth Council. The SRC built upon past events which promote social justice including, Harmony Day; Wear it for Purple Day, as well as other events including World's Greatest Shave and RUOK day.

The key event of the year 'Spirit Week' aimed to affirm our respect for others, our caring and kind attitude, our willingness to cooperate and look out for other; to help others when it is needed. It is designed to build on the spirit of relationships between students and staff. Thank you to Mr Starink and Ms Kylie McQueen, for their continued leadership of the SRC.

Our P & C has enjoyed an increasing presence in school life. In particular, thank you to Monique Dentrinos for leading the way as President. Their report shows how productive and supportive they are of the learning of students.

The school is proud of the breadth of extra–curricular activities offered at Winmalee High School. Staff, both teaching and non–teaching staff work hard to make these opportunities possible. Winmalee High School is an excellent comprehensive high school because of their tireless energy and endless commitment to the students of this school and its community.

## Message from the school community

In 2016, Winmalee High School P&C worked with the school to support the local community in keeping with P&C Federation goals and to give the students the best school community we possibly can. The P&C had a very active 2016 with the annual fundraiser ARTFEST that we run for not only the school's benefit but for the community in general, as it is a good showcase for the local artists and artisans within the community. This is at the forefront of the committee's work as the amount of time involved to put such an event together purely through volunteers is tremendous and the active involvement from within the school and the community is paramount to its continual success.

The canteen is still run by the P&C with profits going back in to the school. The Canteen Manager and her small group of employees and volunteers were critical to the Canteen's operation once again throughout the year, playing a huge part in not only school run events but also for P&C run events. The canteen participates in all school events such as musicals, special assemblies, sports carnivals as well as non-school events such as ARTFEST and the Antique Fair that is run by Rotary. The canteen manager cooks meals on site and has been able to maintain profit even with the healthier menu options. The menu is constantly being added to and changing and continues to be a huge success with students and teachers alike.

The P&C were proud and honoured to be able to present the school with \$20,000 for the year of 2016, from combined profit from the school canteen and the ARTFEST fundraiser. This money has contributed towards the cost of new stage equipment the school purchased, which the P&C can also get use out of with the annual fundraiser. The P&C are also proud to be able to sponsor the School's Annual Presentation Night to the sum of \$5000. Without the dedicated team of volunteers and the working relationship the P&C have with the school, in particular the Principal, Ms Middlebrook, this would not have been able to happen.

The executive staff of Winmalee High School and other faculty staff are always there to help and answer any questions that the P&C have asked or requested. Ms Middlebrook is always a keen contributor at our P&C meetings and when she is absent there is always an senior executive member present.

Ms Middlebrook presents us with up to date factual information with what is happening in our school and surrounding school communities as well as organising special guest presenters to come to our meetings. Some of those presentations included learning about the successful Café called the Caffeine Lab, which is operated by the school's hospitality students, whom along with the Hospitality Teacher (Ms Renwick) presented and demonstrated their skills, allowing us to taste some of their food and inviting the P&C members to breakfast, which was fantastic.

Another guest speaker that the P&C found very informative was the Head Teacher for Welfare, Tara Cameron and the programs that are running within the school to aid in student welfare. Out of this came two applications for funding grants that the P&C endorsed, supported and put through for the welfare of the students, with one of the applications being successful and to be implemented in 2017. It is not only teacher's that have a role in presenting at P&C meetings, the School's SRC representatives come along to the meetings and talk to the P&C about what the SRC have planned etc. This is very useful for the P&C in understanding issues and topics from the student's perspective and is quite informative as to the consensus of students.

The P&C were proud to be able to present three of our members with Lifetime Membership for their continual service for well over 10 years for each individual, an enormous feat for anyone. Some of our P&C members have been on interview panels for new teachers and others have completed training required to also be able to be on such panels.

Our P&C continues to be active within the Local School Communities, endorsing and supporting letters to Ministers from the combined P&C & P&F committee established due to the concerns over the Western Sydney Airport's impact on all Blue Mtns School student's health and learning if the Airport was to be a 24 hour one. Winmalee High School P&C will keep advocating and participating in relation to this as the welfare of all students no matter where they live is paramount to our members.

Throughout the year members from the P&C attend different school events such as: Information days & evenings; Presentation night; School plays. Winmalee High P&C attend these events not just to publicise our activities, to try to recruit new members and to show our support of the students and teachers at our school.

The Winmalee High P&C remains an active entity within the school and wider community, with membership remaining at a stable level. We have a group of dedicated members and executives who pride themselves in being able to assist in giving the students of our school every opportunity that is available to them. We look forward to our continued partnership with the school and providing much needed funds for 2017.

Kind regards

Monique Dentrinos

Winmalee High School P&C President



## School background

### School vision statement

Winmalee High School meets the educational, health and wellbeing needs of students from Years 7–12, providing opportunities for students to develop their strengths in a range of areas. The whole child is considered in providing opportunities for students at Winmalee. Students have the opportunity to discover how they are creative and intelligent through the array of academic and co-curricular programs.

Staff are committed to delivering quality teaching and learning programs and providing a diverse, comprehensive curriculum which responds to student needs and aspirations. Winmalee High School values strong citizenship and community participation, and encourages all students to strive to achieve through continued persistence and practice.

### School context

Winmalee High School is a public co-educational Year 7–12 High School situated in the Blue Mountains. The school has 911 enrolments, comprised largely of students from Anglo-Celtic backgrounds, 21 Aboriginal students and 60 Language Backgrounds Other Than English students. WHS has 62 teaching staff and 12 support staff. The school effectively implements Positive Behaviour for Learning, taking pride in being Safe Respectful Learners.

The quality of student and teacher relationships and partnerships with parents and the community are valued. The school has a strong reputation for its quality academic results across a range of key learning areas and subjects and there is a focus on providing differentiated support for all students at all levels.

Winmalee delivers a range of leadership and co-curricular programs such as, The Duke of Edinburgh, community service, visual, creative and performing arts and sport programs. The school has a strong learning and support team with a Learning Hub and Centre.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment on 23 August 2016 using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** the school is **Sustaining and Growing**.

- **Learning culture** –As evidenced by Developing the Whole Child (Evidence Set 1) analysis, the school demonstrates a **sustaining and growing** through its strong commitment to creating a learning culture both in and outside the classroom. Extensive opportunities are provided for students to achieve academically and across a breadth of other co-curricular areas. We are currently sharing our practice for CAPA with other schools across the Penrith, Blue Mountains Network. Our PBL Improved Student Behaviour Management Systems (Evidence Set 6) also demonstrates that the school is **sustaining and growing** its learning culture, as it is highly committed to ensuring student learning needs are met in a positive and respectful environment. Systems for rewarding and maintaining positive behaviour (Evidence Set 6 and 8) are evident and ongoing improvements to the school's behaviour management systems have occurred to promote student well being and good conditions for learning. The Learning Hub (Evidence Set 3) programs shows the school is **sustaining and growing** when it supports students with special needs by providing a range of programs to meet their varied learning needs.
- **Wellbeing**– As evidenced by the PBL Improved Behaviour Management Systems (Evidence Set 6) the school is **sustaining and growing** by systematically and effectively employing a whole school approach to wellbeing that clearly defines behavioural expectations, rewards and recognises participation and achievement (Evidence Set 8) and creates a positive teaching and learning environment. Through the use of a values-based approach to learning students learn to be safe, respectful learners and learn to take responsibility for their own choices and respect the right of others to learn in a safe and respectful environment. The Individual Learning Plans (Evidence Set 2) and their implementation in classrooms shows the school is **sustaining and growing** using a strategic and

planned approach to support the cognitive, emotional, social, physical and spiritual domains. Improvements include refinement to tracking systems of the nature of support and improved feedback to parents about this.

- **Curriculum and learning** – As evidenced by the ILP Process (Evidence Set 2), the school is **sustaining and growing** an approach to involve students and parents in planning to support students as they progress through school. The Transitions in Learning (Evidence Set 8) reinforces that the school successfully plans and consults about pathways for transitioning to high school, through stages of learning, into senior study and from school to work or further education. It also demonstrates that the school is **sustaining and growing** when it works successfully with feeder schools, TAFE and other organisations and alliances to support successful school transitions and actively collects data through exit surveys for instance to check on the effectiveness of support. The strong learning alliances used to deliver many of the schools extra-curricular programs (Evidence Set 1 and 8) shows it is **sustaining and growing**. As evidenced by the PDP process in Supporting School Planning (Evidence Set 9), the school has demonstrated a **sustaining and growing** approach to identifying and addressing student learning needs.
- **Assessment and reporting** – As evidenced by the HSC Monitoring and Analysis: Reflective Practice (Evidence Set 5) the school has demonstrated it is **sustaining and growing** through the development of explicit processes to collect, analyse and report on HSC SMART data and RAPS package data. Teachers are aware of trends in student achievement levels and reflect upon student learning and their teaching practices. The school systematically and positively recognises and celebrates participation and excellence (Evidence Set 8). This demonstrates it is **sustaining and growing** through its assessment and reporting practices. The evaluation and reworking of the Winmalee Medal and special events such as the Recognition of Student Excellence (RoSE) Breakfasts align to the school's activities and reporting processes. RoSE breakfasts involve parents in celebrating the excellence, persistence and hard work demonstrated by their child, and reinforces the systematic reporting and recognition of achievement.
- **Student performance measures** – As evidenced by the Super-Six: Systematised Implementation of effective teaching and learning strategies and the HSC Monitoring and Analysis: Reflective Practice (Evidence Set 5), the school is **sustaining and growing** in relation to value added data (growth) in Reading from Year 7–9 and students are showing higher levels of performance in the HSC. Some data has been presented to demonstrate the impact on student learning and performance measures. Student work samples are presented in the Super-Six evidence to demonstrate **sustaining and growing** activities, in particular the strong improvement in students internal performance gained through implementing explicit strategies in classrooms and the importance of having these embedded in programs to ensure they are taught as part of the learning cycle.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** the school is '**sustaining and growing**'.

- **Effective classroom practice** – As evidenced by the HSC Monitoring and Analysis: Reflective Practice (Evidence Set 5) and the PDP Process in achieving School Plans and Goals (Evidence Set 9) the school is **sustaining and growing**. In the junior school, analysis of data has led to the implementation of Super-Six (Evidence Set 4) and focused attention on developing 'inference skills'; increased differentiation of learning and modification of assessments. Teachers are regularly using student performance data to evaluate student learning and the effectiveness of their teaching practices. In the senior school, data analysis was instrumental in the school adopting ALARM as a teaching and learning strategy as findings universally suggested that significant numbers of students required further support on how to interpret and apply directive verbs in writing extended responses.
- **Data skills and use** – as evidenced by the Learning Hub: Programmed Support for students with Special Needs (Evidence Set 3); Super-Six Systematised Implementation of Effective Teaching Strategies (Evidence Set 4); HSC Monitoring and Analysis: Reflective Practice and high expectations (Evidence Set 5); PBL Improved Student Behaviour Management Systems (Evidence Set 6); Transitions in Learning (Evidence Set 7), the school is **sustaining and growing** as data is regularly analysed in planning for learning. This data is particularly pertinent at transition points in learning and in developing programs that work to rectify gaps in learning and monitor progress eg. Quick Smart and to meet particular pathway needs eg. the Apprenticeship Mentoring Program.
- **Collaborative practice** – As evidenced by the Individual Learning Plans process (Evidence Set 2), the school is **sustaining and growing** by having teachers in faculties working together to adjust teaching and learning programs to meet specific learning needs; they feed back on the success of particular strategies for future planning. The PDP Process used in achieving School Plans and Goals (Evidence Set 9) is **sustaining and growing** through the use of collaborative practices in planning of teaching, during classroom observation and in the provision of feedback by peers. As well teachers working at Highly Accomplished levels for their PDP are identified for their expertise in particular areas including literacy, RAP analysis, classroom management. They are **sustaining and growing** the school by providing mentoring and coaching support to improve the teaching of their colleagues. Whole school programs (Evidence Set 1) also identify and draw on the expertise of its staff to deliver wellbeing, leadership, sporting, visual arts and creative and performing arts programs and build the capacity of others to deliver such programs.
- **Learning and development** – As evidenced by the Professional Development Plans (Evidence Set 9) the school is **sustaining and growing** as the PDP process aligns with the School Plan and actively assists in achieving its goals. In particular a focus of the PDPs has been on teachers working collaboratively to plan their own professional development to improve their teaching of literacy through use of Super-Six and ALARM (Evidence Set 4); to learn how to effectively modify assessments and differentiate learning to improve student learning outcomes. Teachers work collaboratively to develop their understanding of effective practice.

- **Professional standards** – As evidenced by Developing the Whole Child (Evidence Set 1) and the ILP process (Evidence Set 2), teachers demonstrated they are **sustaining and growing** as they worked beyond their classrooms to contribute significantly to broader school programs and activities that developed the whole child and meet the special learning needs of some students. Teachers in implementing the ILP and the PDP Processes (Evidence Set 9) showed they are **sustaining and growing** when they demonstrated responsibility, adaptability and ethical practice in assisting the school to achieve its goals.

The results of this process indicated that in the School Excellence Framework domain of **Leading** the school is **sustaining and growing**.

- **Leadership**– As evidenced by Developing the Whole Child (Evidence Set 1); Transitions in Learning (Evidence Set 7); Positive Recognition and Celebration of Participation and Excellence (Evidence Set 8) and the PDP process in achieving School Plans and Goals (Evidence Set 9) the school is **sustaining and growing** as it actively seeks and addresses feedback on areas of performance across the school and many of the programs delivered in the school involve productive relationships with external agencies. The school is actively trying to grow the leadership capacity of its Head Teachers, 2ICs and other staff on two levels; one is to be a leader in achieving school goals and in supporting others in their development as teachers, and secondly, to actively develop teachers who are leaders in their own lives, taking action to improve their own learning and capacity as teachers.
- **School planning, implementation and reporting** – As evidenced by the Learning Hub (Evidence Set 3); Super-Six (Evidence Set 4); HSC Monitoring and Analysis (Evidence Set 5) PBL (Evidence Set 6) and Positive Recognition and Celebration systems and processes (Evidence Set 8) the school is **sustaining and growing**. There is broad understanding of and support for improving student learning across the school community with high expectations and aspirations for our students and their achievements. Programs and Practices around the school are systematically planned, monitored, reviewed and evaluated seeking continuous improvement. The staff are committed to the school's vision, they have a clear sense of the school's strategic directions and related improvements that have resulted from their combined actions.
- **School resources** – As evidenced by the Learning Hub (Evidence Set 1) and Transitions to Learning (Evidence Set 7) the school is **sustaining and growing**. This is demonstrated through planning for the delivery of specialised programs by recruiting high quality staff or organisations and the strategic management and use of resources to implement achieve the goals of the programs and school plan. These programs are a strong reflection of the processes and practices used across the school to manage physical, financial and human resources to efficiently implement the school plan – to meet the needs of students, improve teacher capacity, the ability to use physical spaces flexibly and improve student learning outcomes.
- **Management practices and processes** – As evidenced by Developing the Whole Child (Evidence Set 1); the ILP Process (Evidence Set 2) and PBL Improved Student Behaviour Management Systems (Evidence Set 6) the school is **sustaining and growing**. This is demonstrated through the opportunities provided for students and parents to provide feedback on the school's practices and procedures. Processes are increasingly streamlined and flexible in terms of delivering information and services within the school community eg. the review of ILPs. The school uses a PBL model for implementing school change – the use of data, development of structures and appropriate systems ensure changes are effective and sustainable. This management and improvement model applies to all physical, financial and human resources.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching & Learning

#### Purpose

To provide opportunities for every student to achieve his/her personal best in an inclusive, challenging and dynamic learning environment that embraces high expectations and fosters independent learning across a wide range of academic and co-curricular activities.

To build students' creative, communicative, and collaborative skills to enable them to successfully discover and connect to the community and world around them, whilst understanding the value of persistence and practice to work toward goals and aspirations.

To inspire staff to actively build their mastery of teaching, working independently and collaboratively to reflect on their professional practice. Staff deliver engaging, innovative and well-resourced teaching and learning programs, which are differentiated, with a clear focus on preparing students for each stage of learning and beyond.

#### Overall summary of progress

**Super Six:** Last year the school looked in particular at Monitoring as the main Super Six Literacy Strategies. Use of external data identified indicated the reading and comprehension needed to be a targeted area in the support of student learning. The school's data reflects national trends, in particular NAPLAN data revealed inferring as specific focus. Professional learning was focused on looking in detail at the three levels of understanding derived from reading and comprehension texts. Particular focus was on strategies to support inferential comprehension. These super six strategies and actives were embedded in stage 4 and 5 programs. Teachers focused on classroom observation on teaching inferential comprehension skills.

**ALARM:** An increased number of teachers of senior courses are making use of the ALARM scaffold and there is evidence of specific language being used in the classroom. Specific course analysis demonstrates a link between improved student writing in extended responses when the scaffold was explicitly taught in these class and used by students. Individual student results indicated that where ALARM was used, they achieved their strongest score across all courses. Overall as a school, there was an increasing number of students achieving in the top 3 bands (Band 4, 5 and 6). The use of the Results Analysis Package, involved all HSC teachers analysing data relating to their own course. This process involved analysing question results and making adjustments where required to target specific skills and content areas to prepare students for the HSC examinations.

**Literacy Modules:** All teachers participated in professional learning, completing Module 1 of this literacy course. Staff looked at the literacy continuum and considered where different skills sit within the continuum and how the continuum can be used to benchmark student writing and track progress. The Super 6 strategies were identified within the continuum. Teachers created a class group within SMART and examined the literacy levels of students within the class. This allowed teachers to look at their class, identify focus areas of support and target specific literacy skills that needed to be developed. A focus group of teachers completed all modules allowing them to implement specific strategies to support literacy.

**The Quick Smart:** This University of New England targeted Numeracy program was further developed and consolidated. A systematic identification of students based on previous years' results occurred. A dedicated learning space was created to support the delivery of the program. Preparation commenced to implement the MacqLit program for 2017. Staff were trained and they developed a program to meet the literacy needs of our students. Preparation for 2017 implementation included use of NAPLAN and internal data to select students for participation in the program.

**Individual learning Plan (ILP) Review process:** The focus of the review was looking to improve systems for communication with all stakeholder (parents, staff and students) and systems to refine the strategies to support students within an ILP. The aim was to have a current set of strategies that were known to support the child, based upon feedback from current teachers across all courses, and for all stakeholders to know exactly what was contained in the ILP.

**Differentiation of learning programs and assessments:** Professional learning occurred around specific strategies that could be used to modify work and assessments for students with special learning needs. There was focus on reviewing assessment tasks and modifying tasks for students with additional learning needs. There was use of expertise in the Learning Hub to further support specific modifications for students requiring support to access tasks. The review of communication with parents around assessment tasks led to the posting of all assessment notifications being posted on the Skoolbag application.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Growth for students in all areas of literacy and numeracy shown in internal and external testing (8% by 2019).</p>	<p>The trend data outlined below indicates a growth over a three year period, of the number of courses achieving above state average for the total percentage of students in top three bands (4, 5 and 6) for HSC. In addition to this, there has been growth in the number of courses which have students achieving in the top three bands in the HSC.</p> <p>2014 – 14 out of 37 Courses (38%) with the percentage of students in the top 3 Bands above the state average. 2015 – 21 out of 35 Courses (60%) with the percentage of students in the top 3 Bands above the state average. 2016 – 26 out of 33 Courses (79%) with the percentage of students in the top 3 Bands above the state average.</p> <p>The value added data for Year 7–9 students showed growth for the average student in Reading and Numeracy scores in NAPLAN.</p>	<p>\$30,000</p>
<p>Individual Student Learning Plans, Teaching and learning programs and assessments which demonstrate differentiation for all students, and modifications and adjustments for students with specific learning needs.</p>	<p>ILPs, modifications and adjustments to learning has occurred, with a focus on specific strategies for students with Individual Learning Plans. Teachers expressed that they had an increased understanding on how to make appropriate adjustments to assessment tasks and assignments. There was an increased uptake of students receiving individual support for classroom learning tasks or assessment/assignment work. This included individual teachers referring students to the Learning Hub to receive additional support with numeracy and literacy demands of specific tasks. Teachers at the end of the year identified strategies that had the greatest impact on learning in their subject, for students with ILPs. These were incorporated into the ILP in preparation for the following academic year.</p>	<p>\$45,000</p>

## Next Steps

- Expand the role of the Learning Hub to provide an outreach service within the classroom, focussing on working collaboratively with teachers to meet the specific needs of students in their learning.
- Planning for the implementation of ALARM into Year 7–12 in all KLAs. This will involve increasing the use of Blooms Taxonomy to structure Assessment tasks and link to the ALARM scaffold, supporting differentiation in assessment of student learning.
- Identify targeted Literacy and Numeracy skills to be embedded in programs and taught explicitly across all KLAs.
- Introduction of MacqLit in 2017, targeting reading skills through the Peer Reading program and in small groups. This will involve Senior students being trained to support Year 7 students in their reading.
- An audit of the explicit nature of the delivery of Super Six strategies in 7–10 program in relevant KLAs.
- Increased involvement of students in the ILP process.
- PLPs for ATSI students will include goals for Literacy and Numeracy, in consultation with students and their families.



## Strategic Direction 2

### Quality Partnerships & Values

#### Purpose

To work in partnership with the community to plan, deliver, and evaluate programs and strengthen links to support student learning, improve student outcomes, and achieve school goals.

Foster a dynamic learning environment in which students embrace equity and diversity, engage with the community to learn and apply new skills, to prepare them to take their place in the wider community as highly developed global citizens.

Embrace a school community which honours successful, engaged learners with positive values, and fosters a culture of recognition and celebration of achievement in all areas.

#### Overall summary of progress

**Positive Behaviour for Learning** has had several focuses to support student behaviour and learning in a range of contexts across the school. These included staff and student support to promote respectful language, maintaining the physical environment, use of the reviewed Merit System, understanding a Growth Mindset and being on time for learning. Initiatives including videos, assembly presentations, classroom lessons and activities were used to support the consistent application of expectations across the school.

The revised **Merit System** and the **Winmalee Medal** was implemented with a 3 year transition plan in place. Student understanding of the system, and how to maximise recognition for their participation in a range of leadership and learning activities across the school, was facilitated through specific lessons and meetings. The Future Leaders component was also incorporated into the Winmalee Medal.

The **Attendance** processes were further streamlined to monitor student attendance. There was consolidation of the use of aspects of third party software to increase and improve communication with parents around attendance and lateness. This included emailing attendance and lateness and use of the Skoolbag app to assist in explaining absences.

Students participated in a range of activities across the school and in collaboration with other agencies. A few examples include the Duke of Edinburgh **Breakfast Club** run at Winmalee Primary, in which Winmalee High School students volunteered their time. Winmalee High School supported the **Shoe Box Project** run through the Mountains Youth Services team and the Blue Mountains Refugee Support Group, with two senior students working with these agencies to coordinate the project for mountains schools. The school also supported **Harmony Day**, with students connecting with refugee support groups and sharing stories to facilitate compassion and understanding for others.

The **Apprenticeship Mentoring and Construction Program**, run at Winmalee High School and facilitated through TAFE, has continued to strengthen their links to deliver flexible models of learning and partnerships. The 2016 cohort in Year 11 gained formal accreditation for their learning, as well as recognition of learning through BOSTES, supporting their progress toward completing the Higher School Certificate.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the number of students being recognised for achievement in learning, attendance and participation.	<ul style="list-style-type: none"><li>• The Positive Behaviour for Learning team continued their recognition of high levels of attendance. There was an increase in the number of students being rewarded for having 95% or above attendance.</li><li>• The PBL team introduced a recognition letter for 95% or above attendance. This appears to have had a significant influence on attendance rates from Semester 1 to Semester 2, with 120 more students being recognised in Semester 2</li><li>• The number of students being recognised at the Recognition of Student Excellence Breakfasts is steadily increasing, with a specific cohort tracked. In Semester 2105, 26 students were</li></ul>	\$6000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the number of students being recognised for achievement in learning, attendance and participation.	<p>invited to the breakfast; in Semester 1, 2016 32 students were invited. In 2016 Semester 2 46 students were invited to the breakfast.</p> <ul style="list-style-type: none"> <li>In the Construction Certificate II course delivered by TAFE at Winmalee High School, student participants from Year 11 were able to include their units of study toward the achievement of their HSC.</li> </ul>	
Improved attendance monitoring systems and improved student attendance data.	<ul style="list-style-type: none"> <li>Attendance data shows a 91.7% attendance rate. This is the highest percentage recorded in the last 4 years and is 0.8% improvement upon the previous year and 2% above state average for NSW Public Schools.</li> <li>Attendance communication systems have been improved with daily absence notifications sent electronically using Sentral third party software.</li> <li>There has been an increase in the use of the Skoolbag application by parents and caregivers to provide explanations for their child's absence. This has reduced the number of unjustified absences.</li> </ul>	\$4000

## Next Steps

- Continue to use school data to target Positive Behaviour for Learning Initiatives across the school
- Tracking use of the Winmalee Medal as a form of student recognition for achievements across the school. A review of the Future Leaders component to promote participation from senior students.
- A review of the school-wide Attendance Policy, streamlining various tracking and support processes to monitor and improve student attendance.
- Training and support for future leaders, with Year 11 students taking on significant leadership roles within the Student Representative Council, building the capacity of the team.





## Strategic Direction 3

### Health & Wellbeing

#### Purpose

To develop a strong foundation for students and staff to participate in all aspects of school life in a supportive environment, promoting positive mental health which allows individuals to thrive and succeed.

To foster a community wide, collective responsibility for student health and well-being, to build confidence, self-awareness and resilience.

Embrace co-curricular learning opportunities that are meaningful and relevant, support and enhance student well-being and resilience, and are strongly aligned with the school's values.

#### Overall summary of progress

In 2016 **Positive Education** professional learning continued, with some staff attending registered professional learning on Growth Mindset. Professional learning for all staff focused on developing an understanding of Growth Mindset Continuum and looking at various strategies that might assist students to move along the continuum. The Positive Behaviour for Learning Team worked collaboratively with the Growth Mindset Focus Group to deliver relevant information to students. Several staff who were a part of the focus group completed their own action research as part of their PDP goal, implementing various strategies to promote a growth mindset in their own classroom.

The **Resilience Doughnut** program implementation occurred on two levels. Targeted students were involved in the program which was delivered by Gateway Family Services. With P&C support, PDHPDE teacher training occurred, with the aim of embedding the Resilience Doughnut into PDHPE Year 7 programs and lessons.

The tracking of student participation of **school wide activities** required further development. The vast range of opportunities available to students requires a systematic procedure for recording events and participation. The module to enable tracking and linking to reports was purchased and has been established to reflect the school's Winmalee Medal Categories.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Growth in the number of targeted and school wide programs for year groups and groups of students within cohorts, including programs involving outside agencies	In 2016, there were 3141 recorded learning support interventions. Of these, 32% occurred in class through the assistance of Student Learning and Support Officers and the remaining 69% involved visits to the Learning Hub. Within the Learning Hub visits, the majority of assistance 47% related to class work, assessment tasks or examination support, 36% of visits were for targeted literacy and numeracy interventions and 34% of visits were for social or emotional skills programs.	\$45,000
All students receive a report on participation in co-curricular activities for the school year.	The system was established, with the final target not achieved as it is still in progress and will continue to be a focus for 2017.	\$1000

#### Next Steps

- Deliver further Professional Learning on Positive Education, linking the Wellbeing Framework to the PERMAH model. This will enable a review of programs that support students to function well and to be positive, as well as continuing the implementation of Growth Mindset principles across the school.
- Review of the Resilience Doughnut data, with students having completed the online survey.
- Student school wide activities data to be used with the Activities Module, enabling students to receive a record of the various activities and programs they are involved in beyond the classroom.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Improved understanding and appreciation of their Aboriginal culture.</p> <p>Improved participation and confidence in themselves and clearer goals as a result of participating in the AIME program.</p> <p>Improved confidence in literacy and numeracy as a result of tuition.</p>	\$11,112
<b>English language proficiency</b>	<p>Improved confidence in their ability as a result of personal literacy tuition programs.</p> <p>Improved literacy skills for participating students.</p>	\$3745
<b>Low level adjustment for disability</b>	<p>Increased adjustments to learning and assessments for students with learning abilities.</p> <p>Improved support of students requiring adjustments in class and through special programs..</p> <p>An increased number of students participating in programs designed to meet specific needs.</p> <p>increased participation of parents/carers in developing learning plans.</p>	\$30,335
<b>Socio-economic background</b>	<p>Increased access to resources for students from lower socioeconomic backgrounds.</p> <p>Increased access of feeder schools and students to transition programs and activities.</p> <p>Improved employability skills of students intending to transition to work (Apprenticeship mentoring program).</p> <p>Increased recognition of student success.</p>	\$56,703



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	504	454	430	432
Girls	474	475	455	447

A slight decrease has occurred in student enrolments. This is the product of an agreement made between the Principals of Blue Mountains public high schools to allow certainty around enrolment numbers and to stabilise student numbers. The agreement provided a consistent approach to non-local enrolments. Non-local student enrolments must be supported by their local school Principal and as a Year 7 intake students must meet specific non-local criteria before they will not be accepted for enrolment. Note: Skills and abilities is not one of the criteria.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.5	94.2	93.1	94.6
8	93	91.9	92.4	92
9	90.6	90.9	92.8	90.3
10	87.9	88	89.5	91.7
11	89.4	88.8	87.4	89.5
12	90.8	88.9	90.6	92.6
All Years	91.1	90.3	90.9	91.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

This year a slight improvement in attendance rates has occurred. The school is now a full 2% above the state average. Each term, students with high levels of attendance are recognised at a special BBQ. As well letters are sent home to families of students indicating

they are above 95% or have full attendance at 100%. These students are awarded on the school assembly.

Year Advisers examine the daily attendance sheet looking for patterns of absence or absences of concern and make welfare checks where appropriate. On a fortnightly basis the attendance of students is examined in the Learning and Support meeting. The HT Administration works in his role to investigate attendance issues as part of a case management model. Less than 90% attendance lists are provided to the HSLO who works with the HT Administration in monitoring and following up concerns with families. Referrals are made when HSLO referral criteria have been met.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	3
Employment	29	31	31
TAFE entry	8	22	9
University Entry	0	0	47
Other	57	35	8
Unknown	7	12	2

The percentage of students leaving Year 10 to employment increased as a result of the success of the Apprenticeship Mentoring program and the delivery of the Certificate II Construction course to interested Year 10 and some Year 11 students. Eight of the 15 students have left for other work or TAFE pathways.

The school had a high percentage of students seeking university placement/entry.

### Year 12 students undertaking vocational or trade training

**Hospitality** is one of the two in school delivered VET Courses. In Hospitality, 16 students completed the HSC examination. 62.5% of students received a Band 4 or 5, 5.47% greater than state average. 18.75% of students received a Band 5. The average mark for the cohort was 73.38%. In item analysis, 100% of extended response questions were recorded above state mean, 50% short response and 60% multiple choice. All students in Hospitality received either a Certificate II Hospitality (Food & Beverage) or Statement of Attainment toward.

**Construction** was delivered by TAFE at school to Year 10 and Year 11 students two days a week for Semester 2. Fourteen of the fifteen students were successful in achieving their Certificate II. The other student, a Life



Skills student received a Certificate of Attainment. Eight of the fifteen students have since found employment in apprenticeships or traineeships or casual employment.

**TVET Students** at Winmalee High School were enrolled in eight different courses representing a varied group of industries. Courses included: Children Studies, Tourism and Events; Sport, Fitness and Coaching; Music Industry, Production; Beauty and Hairdressing; Human Services; Nursing; Automotive; Animal Studies. Two students studied Human Services; Nursing with a private provider, Nepean Hospital. Tertiary education included the graduation of two School Based Traineeships and Apprenticeships (SBAT). The industry areas included Business and Construction.

Stage 5 Year 10, students enrolled in two tertiary delivered courses in the industry areas of Automotive and Retail Baking.

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

All 122 students were successful in achieving their Higher School Certificate. Two of these were Life Skills students.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	42.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	10.88
Other Positions	1.7

\*Full Time Equivalent

Of these workers, two staff identify as being from Aboriginal Background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

### Professional learning and teacher accreditation

#### Professional learning

In 2106, the school supported Professional Learning around a range of areas, many of which were continued as part of the school's Strategic Directions. These included:

1. Growth Mindset – the staff were provided with the opportunity to further develop their understanding of what growth mindset was, and how it can be incorporated into teaching and learning activities to support students in taking risks in their learning. The development of a growth mindset continuum was developed, and this was used to enable staff to identify where their students might sit across a range of areas within growth mindset. There was a focus group developed, including interested staff to share best practice and successful implementation of strategies with their classes.

2. Super 6 –continued to be a focus, with specific professional learning around Making Connections. Training looked at practical strategies to support the explicit teaching of inferential skills, to enable students to make connections within a text, enabling them to decode comprehension questions at all three levels of comprehension.

3. The Schools Excellence Framework was again a focus, as part of the Validation process. The school's preparation for the Validation process was a focus for the school leadership team and the staff, with professional learning around understanding the document occurring with the whole staff. All teachers were able to understand the document and identify specific evidence that could be used to support assessments about where the school sat within the framework. The school leadership planning conference worked to build further capacity of teams to analyse and annotate evidence selected for Validation.

4. Modifications and adjusting tasks for all students to access coursework and assessments effectively was further developed. Faculties worked collaboratively after targeted professional learning to improve assessments to cater for differentiation.

5. The e-learning team worked to establish class sets of iPads for use in classrooms, sharing useful apps and strategies to use to support learning. The purchase of interactive portable screen also saw training in the use of this new technology for specific staff. Through the Library, there was also a focus on the use of online learning tools to support student research skills.

6. The Learning Support Team continued to engage

with the Wellbeing Framework, including planning professional learning to support staff understanding of the document. The review of systems to further support and track student progress was also conducted by the team.

7. Several members of staff were trained in the Resilience Doughnut. This training was also embedded into stage 4 PDHPE programs, specifically for implementation with year 7 students.

### Teacher accreditation

There were two temporary teachers who worked toward proficiency and are currently finalising their documentation to be submitted to BOSTES (The NSW Educational Standards Authority). The school is also supporting 5 other temporary and casual teachers in gaining their Accreditation at Proficient.

The school has approximately 12 teachers (permanent & temporary) currently undertaking their Maintenance of Accreditation at Proficient Teacher Level. These teachers are required to undertake a minimum of 100 hours of professional learning over five years and then submit a report that addresses the mandatory Australian National Teaching Standards and reflects their professional growth over that time. 50% of the professional learning is "teacher identified" and primarily occurs at school. These hours are achieved through active participation at Staff Development Days, Faculty meetings, network meetings, as well as a myriad of other activities that successfully satisfy the requirements of NESA. The remaining 50 hours are achieved by attending and participating in Institute Registered professional development which is generally outside of school, although an increasing amount of this learning occurs online. This process is repeated every five years.

All teachers are becoming increasingly familiar with the Australian National Teaching Standards as they are used to guide the PDP process (Performance and Development Process), particularly when determining goals. As of 2018 all teachers will be required to undertake Maintenance of Accreditation.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>682 547.21</b>
Global funds	644 527.38
Tied funds	417 203.43
School & community sources	959 053.47
Interest	16 989.28
Trust receipts	87 373.34
Canteen	0.00
<b>Total income</b>	<b>2 807 694.11</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	200 662.91
Excursions	415 442.57
Extracurricular dissections	274 360.59
Library	16 160.19
Training & development	3 238.44
Tied funds	492 535.85
Short term relief	234 782.98
Administration & office	198 304.68
School-operated canteen	0.00
Utilities	102 094.51
Maintenance	43 535.26
Trust accounts	116 984.56
Capital programs	73 723.76
<b>Total expenditure</b>	<b>2 171 826.30</b>
<b>Balance carried forward</b>	<b>635 867.81</b>

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

## School performance

### Valid8

The school's Valid8 results were again above state averages in all of the four areas examined, with 72.7% of candidates in the top three levels (4–6). This compares with 59.7% state wide. A breakdown of the four components examined below:

- Extended responses: 86% compared to the state average of 85.6%
- Knowledge and understanding: 90.1% compared to the state average of 87%
- Planning, designing and conducting: 90.6% compared to 86.6% for the state average

- Problem solving and communicating: 88.9% compared to 86.7% for the state.

A key strength for the 2016 cohort was in the area of planning, designing and conducting experiments where they performed 4% above the state. Teachers identify initiatives including explicitly modelling report writing and have a common language across all classes has contributed to this outstanding achievement within the cohort.

### **Science Competition and Computer Skills Competition**

Winmalee High School's Science Faculty actively encourages students to participate in as many opportunities as they can to enhance their understanding of Science and Computing and to measure their skills and understanding against that of other students across NSW and Australia. The 2016 results for these competitions are presented below.

### **International Competitions and Assessments for Schools (ICAS)**

The ICAS competition examinations are developed for students in Years 2 to 12 and are sat annually. Each ICAS test is designed to assess students' academic ability in various aspects of each subject. The ICAS suite is developed by Educational Assessment Australia (EAA), UNSW Global Pty Limited at the University of NSW. EAA is a leading international educational assessment organisation specialising in large-scale measurement and assessment programs in Australia and 20 countries globally. EAA has been involved in educational measurement in Australia since 1967 and is the largest independent provider of school competitions and assessments in the region, with almost one million entries received each year. Students from Winmalee High School achieved outstanding results when they participated in the ICAS Science and Digital Technologies Competitions this year. Those students whose achievements were outstanding were rewarded with Certificates of Merit, Credit, Distinction and High Distinction.

#### **Science ICAS**

31 Winmalee High School students entered the 2016 ICAS Science Competition. Our students achieved excellent results including: 1 High Distinction, 5 Distinctions, 14 Credits and 2 Merits. Ethan Powell, in Year 8, received a High Distinction. The following students received Distinctions: Year 7: Elijah Traykovski; Year 8: Owen Powell; Year 10: Ben McCormick; Year 12: Nathan Bailey, Francis Ferraivolo. The following students received Credits: Year 7: Luke Stathakis; William Garrett, Scott McCormick; Year 8: Alexander Roorda, Jared Zoernleib; Year 9: Eloise Dennis; Year 10: Ethan Cracknell, Lucas Howard; Year 11: Natalie Schroder, Emily Law, Hugh Ward; Year 12: Rachel Fiddling, Ben Ong, Susan Shead. The following students received Merits: Year 9: James Schuler; Year 12: Nicholas Hubbard.

#### **Digital Technologies Competition ICAS**

17 Winmalee High School students from Years 7 to 10 entered the 2016 ICAS Digital Technologies Competition. Our students achieved some very good results including: 1 Distinction, 6 Credits and 1 Merit. Adisen Wright, in year 9 received a Distinction. The following students received Credits: Year 7: Lachlan Nicolle, Elijah Traykovski; Year 9: Eloise Dennis; Year 10: Nicholas Munro, Ethan Cracknell, Lucas Howard. The following students received Merits: Year 10 Adam Roth.

### **Australian Science Innovations Big Science Competition**

31 Students from Years 7 to 12 entered the Big Science Competition. Nearly 50,000 students from across Australia entered the competition. The online competition challenged the scientific knowledge and skills of students at a high level, testing their critical thinking, problem solving and science literacy skills. Questions are aligned to the Australian Curriculum in Science. Many of the Winmalee High School Students achieved a very high level gaining excellent results including: 3 High Distinctions, 10 Distinctions and 10 Credits. The following students received High Distinctions: Year 8: Ethan Powell; Year 10: Lucas Howard; Year 12: Francis Ferraivolo. The following students received Distinctions: Year 7: Elijah Traykovski, Scott McCormick; Year 8: Riley Sell, Owen Powell; Year 9: Eloise Dennis, Jeffrey Gismondo; Year 10: Ruby Arch, Nicholas Munro; Year 12: Nathan Bailey, Nicholas Hubbard.

### **National Chemistry Quiz**

The Australian National Chemistry Quiz is a unique chemical education activity. It provides a major focus for secondary school students on the relevance of chemistry in an exciting and stimulating way. The Australian National Chemistry Quiz aims to promote interest in Chemistry and the role of Chemists in our society. It is not only a nationwide assessment of Chemistry knowledge, but rather an opportunity to promote Chemistry and for teachers to gauge the understanding their students have of the subject. The Quiz attracts students throughout Australia and 17 neighbouring countries. 26 Winmalee High School students entered the 2016 R.A.C.I. Australian National Chemistry Quiz achieving excellent results that included: 1 High Distinction Excellence (Perfect Score), 1 High Distinction, 4 Distinctions and 2 Credits. One of our students, Ethan Powell in Year 8, achieved a result that placed him in the top 1% of Australian students. Ethan achieved a perfect score and a High Distinction Excellence award. Hugh Ward in Year 11 received a High Distinction. The following students received Distinctions: Year 7: Elijah Traykovski; Year 10: Lucas Howard; Year 12: Francis Ferraivolo, Susan Shead. The following students, both in year 12, received Credits: Nathan Bailey, Benjamin Ong.

### **CAT (Computational and Algorithmic Thinking) Competition**

The Computational and Algorithmic Thinking (CAT)

competition is run by the Australian Mathematics Trust and seeks to identify computer programming potential. Results in the CAT competition often enable a talent to be discovered that is not always apparent or sought in normal classroom activities. Some questions test the ability to accurately perform procedures; others require logical thought, while the more challenging problems require the identification and application of algorithms. 29 Winmalee High School students entered the 2016 CAT Competition. Our students achieved very good results including: 1 High Distinction – Award for Excellence Perfect Score, 2 Distinctions and 10 Credits. Ethan Powell, in Year 8, achieved a perfect score and a High Distinction Award for Excellence. The following students received Distinctions: Year 7: Elijah Traykovski; Year 9: Eloise Dennis. The following students received Credits: Year 7: William Garrett; Year 8: Owen Powell; Year 10: Lucas Howard, Nicholas Munro, Ethan Cracknell; Year 11: Hugh Ward, Emily Law; Year 12: Nathan Bailey, Simon Harrop, Susan Shead.

### **National Youth Science Forum (NYSF)**

Through a rigorous selection process in 2015, Susan Shead, in Year 12, was selected by Rotary to represent Winmalee High School and the region at the National Youth Science Forum in January 2016.

Susan was an excellent ambassador for Winmalee High School during the forum held at the Australian National University in Canberra. She was placed in a group specialised to her interests in Food, Agriculture – Animal and Plant Biology. Susan was then selected to represent Australian youth science in the NYSF International Program at the National University of Singapore Science Summer Camp in Singapore. Her attendance, during July 2016, at this prestigious international event was a great credit to her and Winmalee High School.

### **Australian Science Olympiads**

The ultimate challenge for science students; the Australian Science Olympiads are a national extension program for top performing secondary Science students that culminate the International Science Olympiads. The program is a rewarding opportunity for high achieving Year 10 and 11 students to extend themselves way beyond school science through challenging exams, stimulating residential programs and international competitions. This year, Winmalee students entered the Biology, Chemistry, Physics and the Earth and Environmental Science Olympiad examinations. The following students achieved excellent results: Lucas Howard (Year 10) Credit in Physics, Emily Law (Year 11) Credits in both Chemistry and Biology, Hugh Ward (Year 11) Credit in Chemistry and a Distinction in Physics.

### **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 My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in 'Find a school' and select GO to access the school data.

### **Year 7 Reading**

In 2016, 96% of students in Year 7 achieved results at or above the National Minimum standard (NMS) for reading. The majority of these students were assessed in the top 3 bands (53.8%). The school remains above state average.

### **Year 7 Writing**

93% of Year 7 students had writing skills at or above the NMS. 11.5% fewer students achieved in the bottom two bands compared to the DoE state average. 74.5% of students achieved results in Band 6, 7 and 8 compared to the DoE state average of 62.6%. There was a continued reduction in percentages of students performing in the bottom bands and the number of students achieving the top band (9) increased from 1.4% to 3.5%.

### **Year 7 Spelling**

31 % of Year 7 students achieved 'at proficiency' defined as being in the top 2 bands for spelling. This is equivalent to state average. 3% of students were below the National Minimum standard for Spelling compared with 7% for the State.

### **Year 7 Punctuation and Grammar**

The majority of students are in Bands 6, 7 and 8 with the percentage of students in these bands being above the State average. More students achieved a Band 9 (11.3%) up from 10.7% and a significant percentage of students have moved into Band 7 which was up from 20.1% to 30.5% and 18.6% of students achieved a band 8 compared to 15.6% for the State.. There has been a reduction of students placed in the lower two bands.

### **Year 9 Reading**

In reading, 99% of year 9 students were at or above, the national minimum standard (NMS). There was a significant shift of students out of the lower bands into the mid to high ranges (bands 7, 8 and 9), all of which were above state and DOE averages.

### **Year 9 Writing**

82% of Year 9 students had writing skills at or above the NMS. The majority of students earned results in the Bands 7, 8 and 9 range. There was a reduction of students in the bottom band while the number students in Band 9 increased from 5.7% to 10% while in Band 10 it increased from 3.1% to 5%.



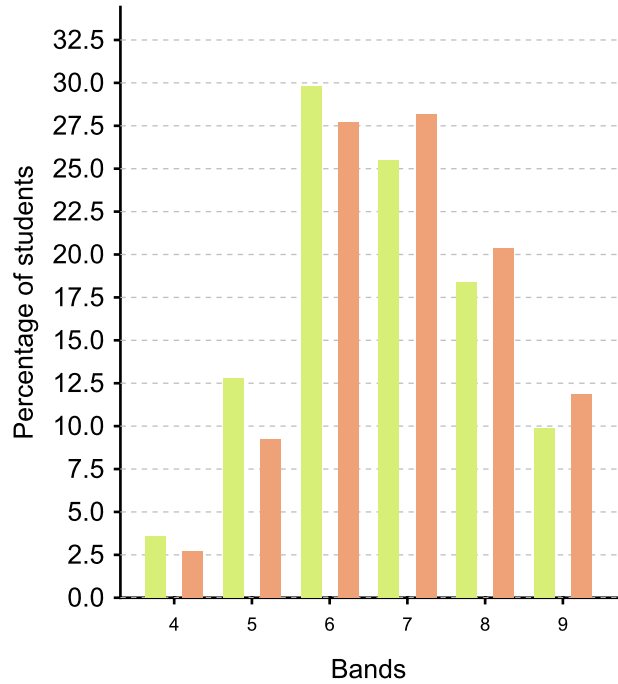
## Year 9 Spelling

16 % of Year 7 students achieved 'at proficiency' defined as being in the top 2 bands for spelling. This was below the state average. 8% of students were below the National Minimum standard for Spelling. The scaled growth for Year 9 students was 32.4 which was the same as the State DoE score of 32.4.

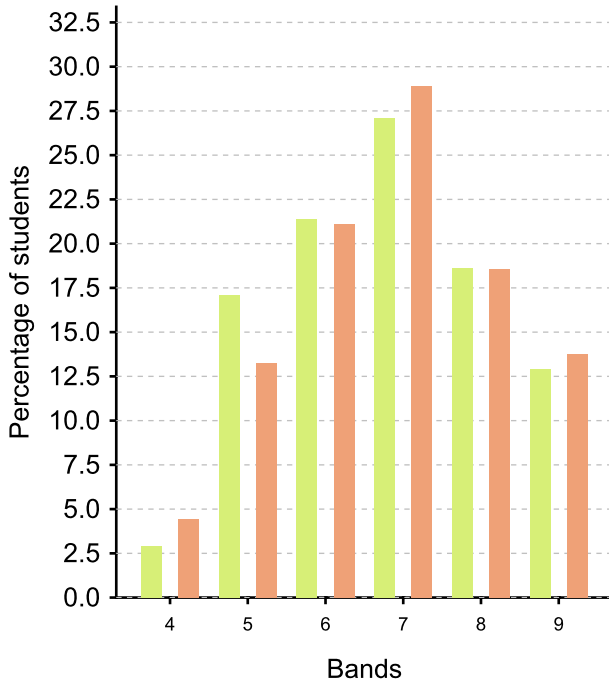
## Year 9 Punctuation and Grammar

The percentage of students at proficiency was the same as the State average. The majority of the students achieved either a Band 7, 8 and 9 with percentages in these bands equal to and above State average.

Percentage in bands:  
Year 7 Reading

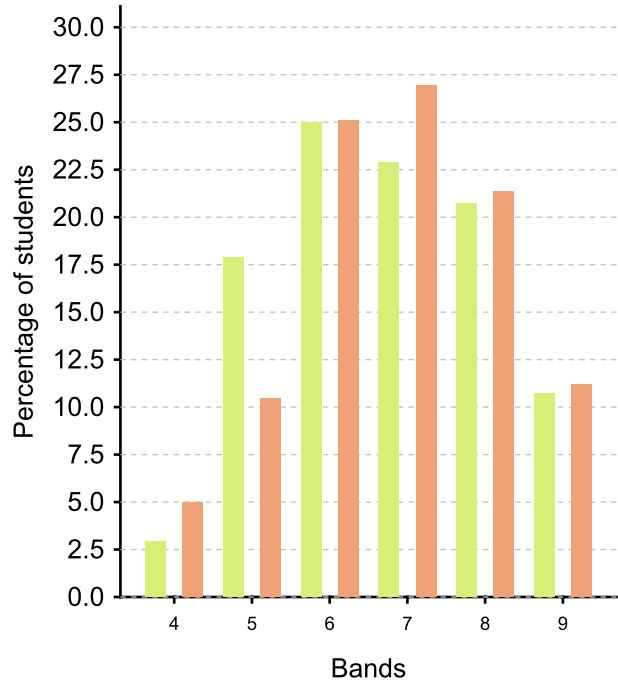


Percentage in bands:  
Year 7 Grammar & Punctuation



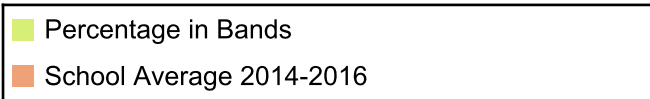
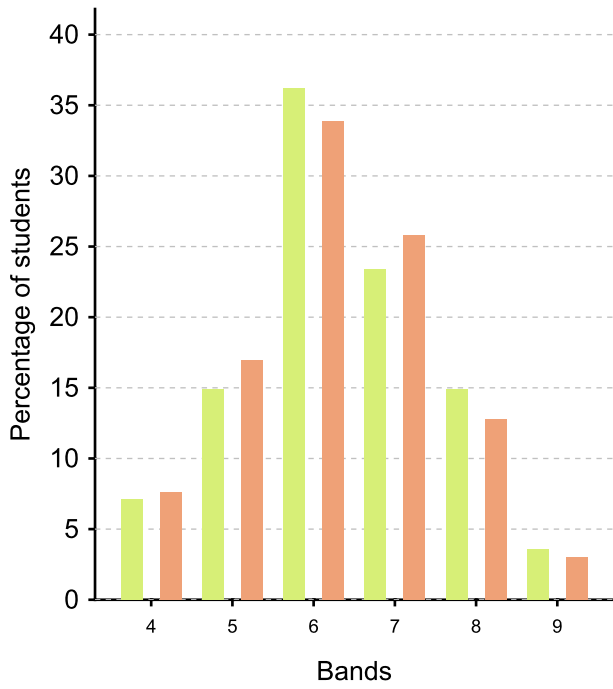
Percentage in Bands  
School Average 2014-2016

Percentage in bands:  
Year 7 Spelling

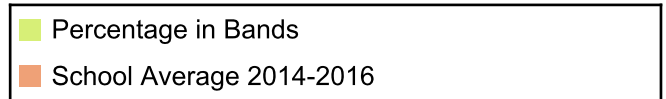
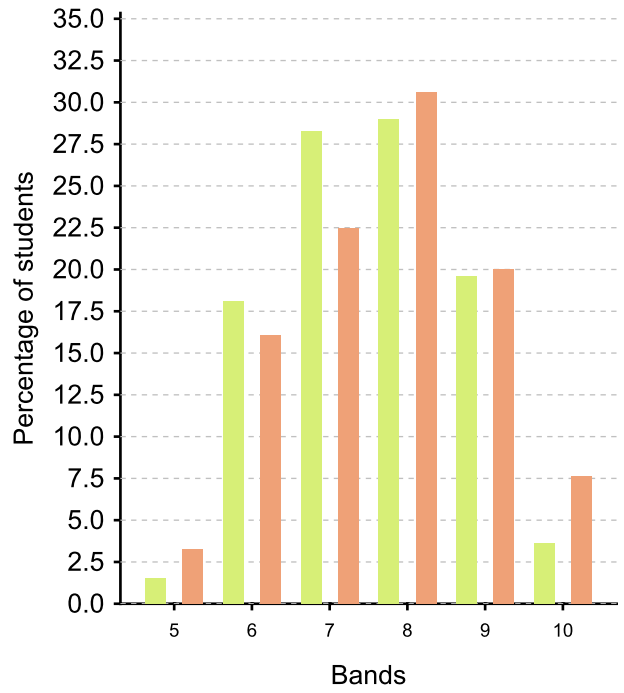


Percentage in Bands  
School Average 2014-2016

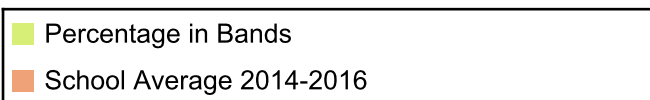
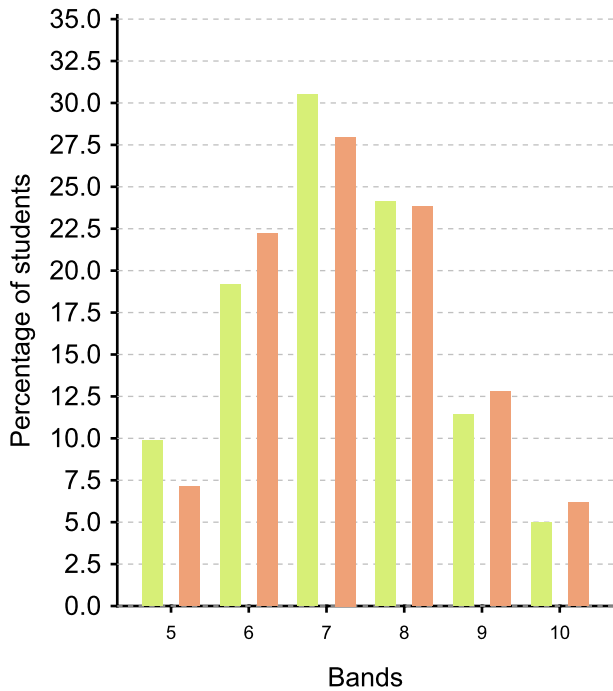
**Percentage in bands:**  
Year 7 Writing



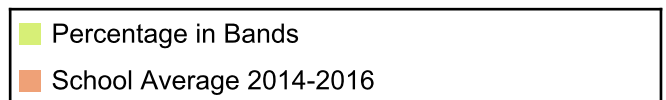
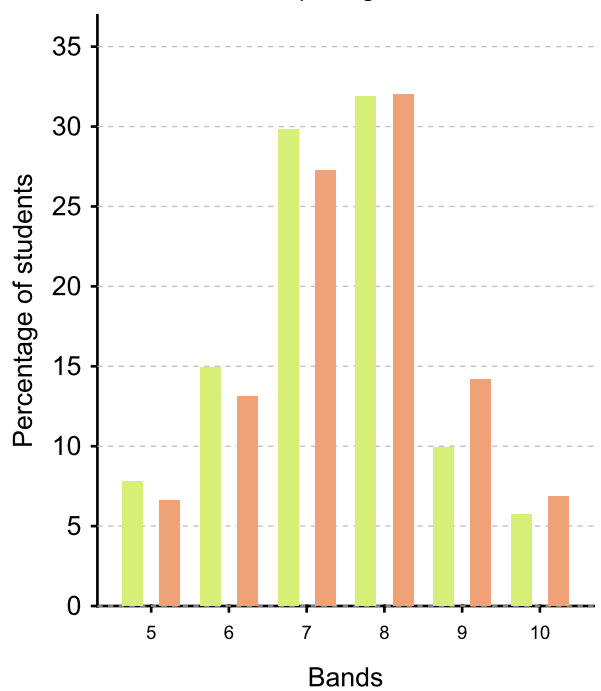
**Percentage in bands:**  
Year 9 Reading



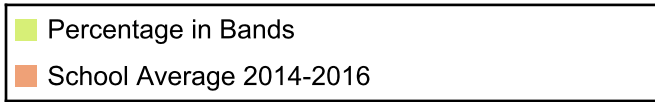
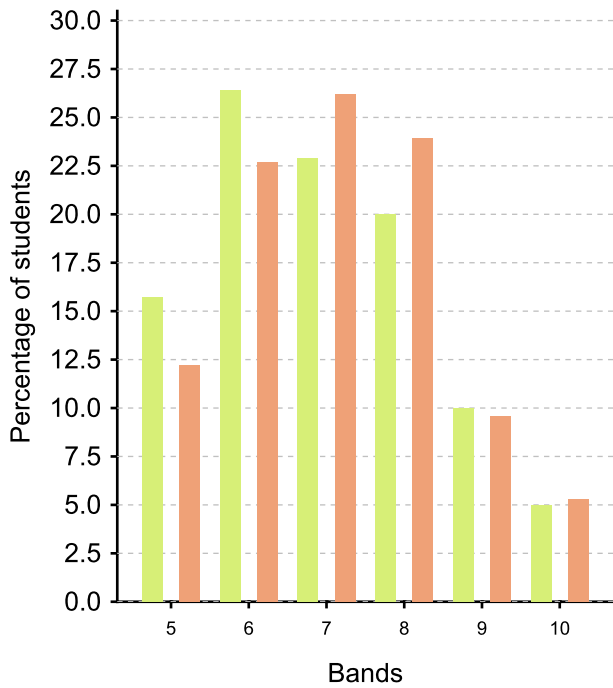
**Percentage in bands:**  
Year 9 Grammar & Punctuation



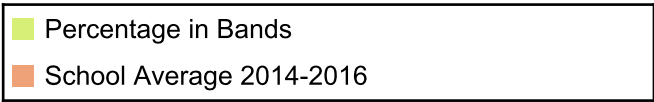
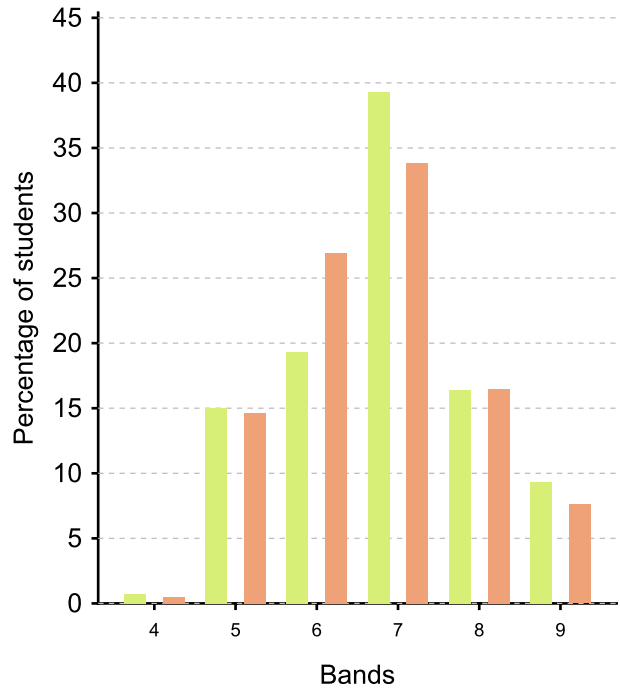
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 7 Numeracy



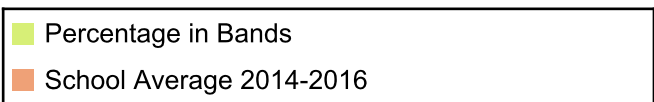
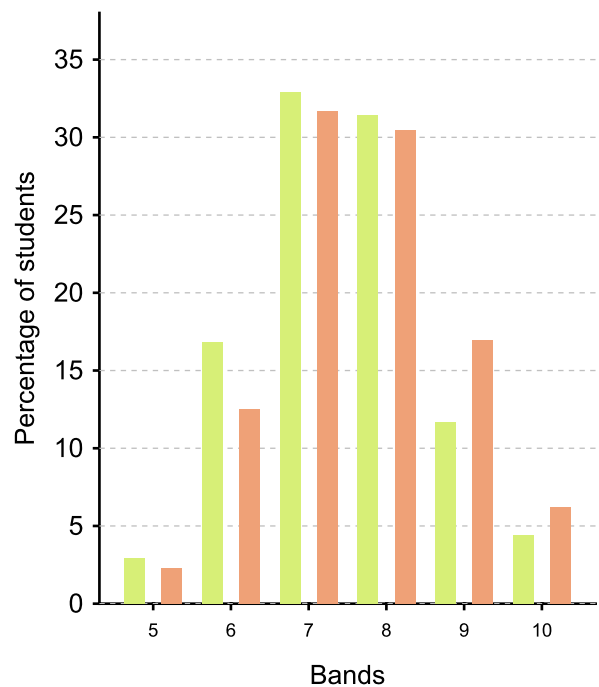
**Year 7 Numeracy**

The school average was equivalent to the state average with a reduction in students in the lower bands. The majority of students in this cohort achieved within the middle bands (Bands 6–8) with 75% in these bands compared to 70.4% for the State.

**Year 9 Numeracy**

The school average was equivalent to the state average with a reduction in students in the lower bands. The majority of students in this cohort achieved within the middle bands (Bands 6–8).

**Percentage in bands:**  
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

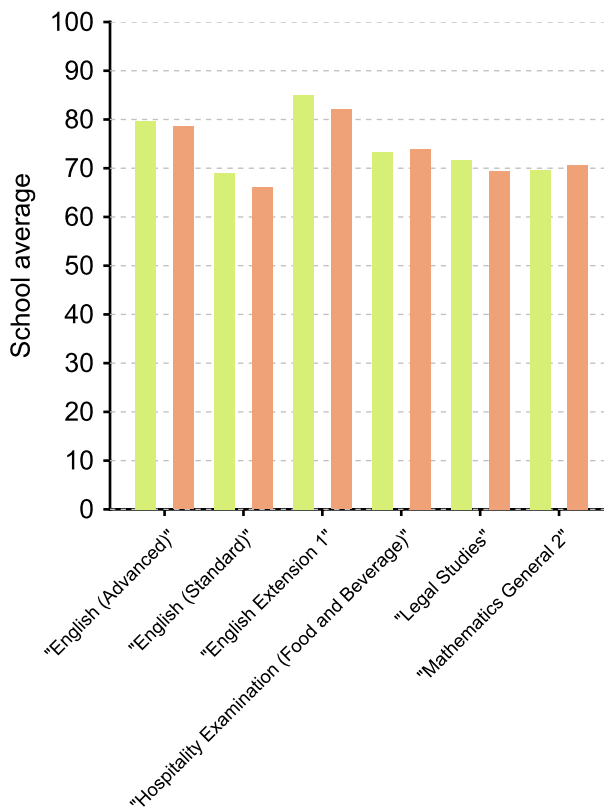
In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 7 students in the top two bands compared to last year has increased for reading and numeracy.

The percentage of Year 9 students in the top two bands has remained steady for reading and declined for Numeracy.

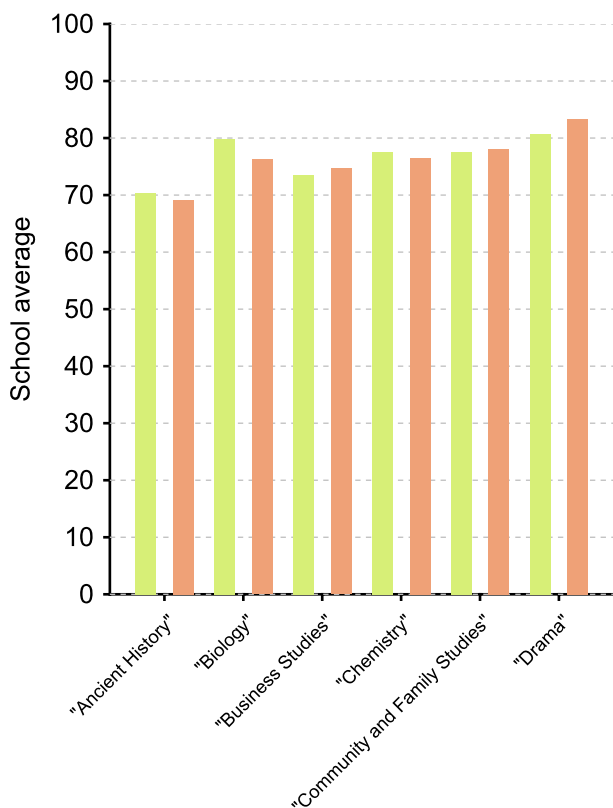
Another reporting requirement from the **State priorities: Better services – Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

11.1% of Year 7 Aboriginal students were in the top two bands for reading. There were no Year 9 Aboriginal students in the top two bands for reading at Winmalee High School. There were no Year 7 or Year 9 Aboriginal students in the top two bands for numeracy.

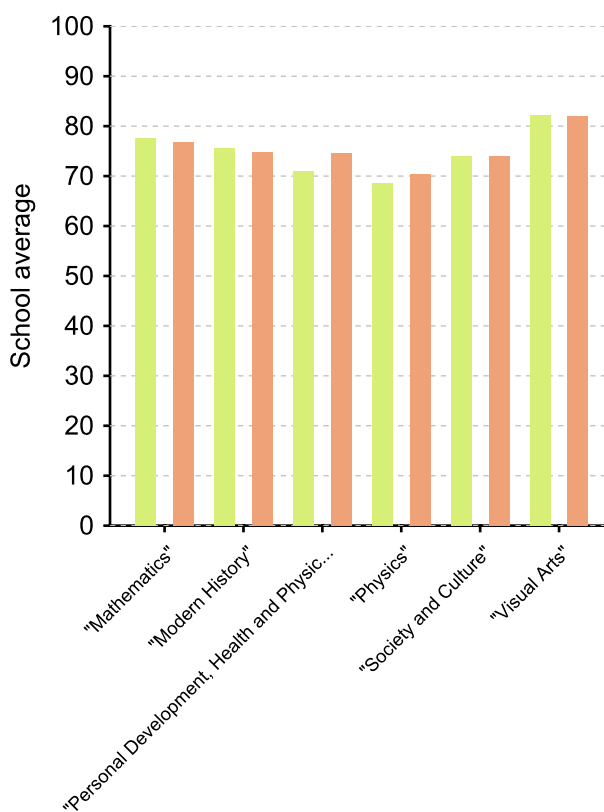


### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Legend: School 2016 (Green), School Average 2014-2016 (Orange)



Legend: School 2016 (Green), School Average 2014-2016 (Orange)

In the Higher School Certificate, the school achieved 55 Band 6s and three notional Band 6s from 122 candidates; 18 courses out of the 33 courses delivered were 'distinguished' as they were above state average and 22 courses had candidates receive Band 6s out of 33 courses offered.

### English Key Learning Area (KLA)

In **Advanced English**, 94% of candidates achieved results placing them in Bands 4, 5 or 6, compared to 86.9% for the State DoE schools. The school's average HSC assessment mark for this course was 79.7 which was slightly below the State mean of 80.1. This result is an improvement for the school in comparison to last year's result.

In **Standard English**, 37.4% of candidates achieved results in Bands 4, 5 or 6, compared to the State figure of 39.4%. The school's average HSC assessment mark for this course was 69.1 which put the school far above the State DoE schools' mean of 66.9. The results for 2016 displayed a significant improvement to previous years for this course.

In both the **Standard and Advanced** courses there were a number of candidates earning HSC results just below the next achievement band i.e. 13% of candidates on 69 in Standard and 10% of candidates on 79 in Advanced. This trend signifies that candidates have the necessary content knowledge but need more assistance with the structure and analytic depth of their responses. To realise this potential the English faculty will utilise ALARM strategies and continue to develop a consistent approach to extended writing.

Fifteen candidates completed **English Extension 1** in 2016 and 100% of the candidates in this cohort achieved results in the top two bands. The school's average HSC assessment mark for this course was 1.1% above State average. This result is an improvement for the school in comparison to last year's result.

**English Extension 2** candidates achieved strong results for their Major Works, with 87.5% of candidates earning results in the top two bands. The school's HSC assessment mark average was 4% below State DoE schools' mean.

## Mathematics KLA

Over the last few years there has been an increase in the number of candidates who have studied the **Mathematics General 2** course. This year, three candidates attained a Band 6 which equated to 4% of the school. This is similar to the state percentage. The school has continued to see a growth from the lower bands to Band 3 and above, with 80% of the candidates achieving this result. Their teachers contribute this improved performance to additional lessons held in the mornings.

In **Mathematics** 88% of our candidates achieved a result placing them in the top three bands, compared to 77% for the state. Half of our candidates achieved a Band 4 which showed an movement from the lower bands up to this band. No student received a Band 1 or 2.

**Extension 1 Mathematics** saw an improvement in the number of candidates achieving an E4, notional Band 6 and 63% of the candidates were placed in the top two

bands, with no student in the lower bands.

**Extension 2 Mathematics** saw 100% of our candidates achieving an E3 and E2. This result is consistent with previous years.

## Science KLA

Candidates in **Biology** scored 5.98% above the state average. Three candidates achieved a Band 6 and a further eight candidates achieved a Band 5. 91.6% of the 24 Biology candidates were in the top three Bands compared with 64.7% for the state.

**Chemistry** scored 1.63% above the state average. One Chemistry student achieved a Band 6 and a further five candidates achieved a Band 5. 92.3% of the 13 Chemistry candidates were in the top three Bands compared with 70.21% for the state.

In **Physics** one student achieved a Band 6 and a further three candidates achieved a Band 5. 52.93% of the 17 Physics candidates were in the top 3 Bands for this subject.

**Senior Science** scored 10.02% above the state average with 100% of the 10 candidates in the top three Bands compared with 67.74% for the state. Three candidates in Senior Science scored a Band 6 and a further four candidates scored a Band 5.

In **Software Design and Development**, four candidates achieved a Band 4 and the remaining three candidates scored Band 3.

## Human Society and Its Environment KLA

In Ancient History, two candidates achieved a Band 6 and 45% of candidates gained a Band 4, 5 or 6.

In Business Studies, 74% of candidates achieved a Band 4, 5 or 6 and overall the cohort performed above state average.

Economics had 25% of candidates achieved Bands 4, 5 or 6 up from 9% in 2015.

Legal Studies had 66% of candidates achieved a Band 4, 5 or 6 up from 50% in 2015.

Modern History continued to perform strongly with 79% of candidates achieving a Band 4, 5 or 6. 100% of the candidates studying History Extension achieved in the top Bands which is an outstanding result. Both courses also achieved an average above that of the state. Society & Culture had 13.33% of candidates achieving a Band 6 and 67% of candidates achieving a Band 4, 5 or 6.

An analysis of the value added data (how much value, in terms of marks, has been added to candidates since their Year 9 NAPLAN) highlighted some growth. In Ancient History, Business Studies, Legal Studies, Modern History and History Extension, candidates demonstrated an overall improvement in their



performance, adding value to their 2013 NAPLAN results.

### **Personal Development, Health and Physical Education KLA**

A large cohort of 42 candidates completed the PDHPE course for their HSC in 2016. 36% of all candidates (15) achieved a Band 5 or 6 result with 4 candidates attaining a Band 6. 60% of all PDHPE candidates achieved a Band 4, 5 or 6 result, which compared favourably with previous year groups. The strong representation of candidates in Band 4 & 5 teachers attribute to the work the year group has done on ALARM which has enabled middle-range candidates to progress towards the higher bands.

A scatterplot analysis of the overall results for the 2016 group in conjunction with Year 9 NAPLAN figures indicated that the majority of candidates performed above their predicted result for PDHPE.

In **Community and Family Studies**, all 21 candidates gained a Band 3 or greater, with 47.62% achieving Band 5 or 6. This was 16.67% above state average. The mean examination mark for this cohort was 77.23; 5.03 above state mean.

### **Creative and Performing Arts KLA**

In **Visual Arts**, 100% of candidates achieved results placing them in Bands 4,5 or 6, compared to 81.8% for the state DoE schools. The result specifically reflects a smaller tail than previously (14% in 2015 achieved Band 3). The school's average HSC assessment mark for this course was 82.2% which placed the cohort above the state mean of 77.6%. Eight candidates (29.6%) achieved a Band 4, 15 candidates achieved a Band 5 (56%) and 4 candidates achieved a Band 6 (14.81%).

Overall the cohort performed very well with the Z Score analysis reflecting 0.3% above state average for the group. The numbers of candidates moving into a band 5 rose by 12% in 2016 as compared to the past two previous years. Analysis of specific aspects of the examination reveal three candidates achieving 100% for the extended response (not achieved in the past four years). Over 40.7% (11) of candidates achieved between 20–25 of 25 marks for the essay writing component. This is attributed to the use of ALARM and explicit literacy initiatives. 18 of the 27 Visual Arts candidates received their highest mark in Visual Arts and 6 of 27 received their second highest mark.

The **Drama** class for 2016 had 14 candidates. 100% of candidates were in the top three bands. 28% of the class achieved a Band 6; 8% achieved a Band 5 and the remaining 64% a Band 4. No candidates achieved Bands 1, 2 or 3. The results for the class placed them 2.72% marks above the state average.

The cohort received 5 Nominations for 'OnStage' for their performance work which indicated they achieved in the 'A' Range for both the Group and Individual Projects. One group, Alice Ridgway, Siobhan Clifford, Aislin Adams-Ward, Susan Shead, and Ellen

McKendry were all nominated for their group devised project of 'Flatline'.

The biggest improvement in Drama came from the some of the lowest ranked candidates in the School Assessment, who improved by 16 – 24 marks in their final results. These candidates added significantly to the pool of marks and helped accelerate the whole cohorts' results.

In all practical components of the course, The Group Project and Individual Project, the school was consistently above the state average. This has been the case consistently over the last few years.

In **Dance**, 25% of the candidates achieved a Band 5 and 75% a Band 4. 2016 saw all candidates achieve results in the top 3 bands. This is an improvement from previous years.

The **Music 1** class for 2016 had 8 candidates. 100% of candidates were in the top three bands. 25% of the class achieved a Band 6; 37.5% achieved a Band 5 and the remaining 37.% a Band 4. No candidates achieved Bands 1, 2 or 3.

Candidates generally performed better and increased their results significantly from the School Assessment and final HSC result. Some candidates adding up to 20 marks more in some instances.

The **Music 2** class for 2016 had four candidates. 100% of candidates were in the top two bands. 25% of the class achieved a Band 6 and 75% achieved a Band 5. No candidates achieved Bands 1, 2, 3 or 4 putting the entire class in the top 20 percentile.

Candidates achieved above state average in majority of the written paper. Of most note is the final extended response question where the cohort were 18% above state average with two candidates receiving full marks for this particular question.

One student, Siobhan Clifford was nominated for her performance work and was accepted to appear in the prestigious Encore Concert. An event to highlight exceptional performances from the HSC.

There were two **Music Extension** candidates. Both candidates were in the two top bands E3 and E4 and achieved 1.13% above state average in all areas of their examination and assessment.

### **Applied Technology KLA**

In **Hospitality**, 16 candidates completed the HSC examination for this course. 62.5% of candidates received a Band 4 or 5, which was 5.47% greater than state average. 18.75% of candidates received a Band 5. The average mark for the cohort was 73.38%. In item analysis, 100% of extended response questions were recorded above state mean, 50% of the short answer responses and 60% multiple choice were above the state average. All candidates in Hospitality received either a Certificate II Hospitality (Food & Beverage) or Statement of Attainment.

In **Food Technology**, ten candidates completed this course. 70% of candidates received a Band 4 or 5 compared to the state average of 59.49%. The average examination mark for the cohort was 73.20, with the cohort was above the state average with a z-score of 0.13.

In **Design and Technology**, a small cohort of five candidates all attained a Band 4, with a mean examination mark of 73.56.

Candidates completing their HSC in **Engineering Studies** performed well with 100% of candidates achieving results in the Bands 4, 5 and 6; 22% of candidates achieved a Band 6, 33% a Band 5. The cohort achieved 6.97 marks above the state average. The number of candidates achieving in the higher bands has improved from last year.

**Industrial Technology Timber** saw 60% of candidates achieved a Band 4 or 5 compared to 46% of candidates in the state performing in the top three bands.

## Languages other than English KLA

In **Japanese Continuers**, a small cohort of two (2) candidates completed the HSC Examination. Both candidates (100%) received a Band 5. The average examination mark was 85.

## ROSA

### Stage 5 Year 10 Record of Student Achievement

In **English**, 89.6% of candidates achieved grades A, B or C, with 57.9% of candidates earning results in the top two grades. This is a slight decrease from 2015 but still a very strong result.

The **Mathematics** results saw 26% of the candidates achieve a Grade A or B of this 11% attained an A. 85% of candidates achieved grades A, B or C

All 164 candidates achieved their stage 5 RoSA in **Science**. Of those candidates 18% received a Grade A, 32% a Grade B and 40% a Grade C. This combined 90% was well above the state average of 75% for candidates in the top three grades.

There were 18 candidates who completed the 200 hour **Information and Software Technology** course and a further three candidates completed the 100 hour course. Collectively, two candidates received Grade A. Both courses showed grading patterns above state average for combined A, B and C Grades.

In **Geography**, 87% of candidates achieved Grades A, B or C with 54% of candidates earning results in the top two grades.

In **History** 93% of candidates achieved Grades A, B or C with 63% of candidates earning results in the top two grades.

The two Stage 5 elective subjects also achieved very strong results with 100% of **Commerce** candidates earning Grades A, B or C and 88% of **Elective History** candidates also earning Grades A, B or C.

RoSA results in **PDHPE** were strong in 2016 with 95% of all 162 candidates achieving an A, B or C grade. 14% achieved Grade A, 51% Grade B and the remaining 30% a Grade C.

Similarly strong results were achieved in the **Physical Activity and Sports Studies** (PASS) elective course where all 80 candidates achieved an A, B or C Grade for the course. The overall results achieved by this cohort were above state average, indicating the strength of this year group in PDHPE and PASS when compared with previous year groups attending the school.

In **Visual Arts**, 85.7% of candidates achieved grades of A, B or C, with 46.42% of candidates earning results in the top two grades. This is a slight decrease from the previous year.

For **Visual Design**, 91.48% of candidates achieved grades A, B or C, with 57.5% of candidates earning results in the top two grades. This is a slight increase of 1.5% from the previous year.

**Dance** results for Year 10 RoSA indicated that 31.25% of candidates achieved a Grade A, 37.5% a Grade B and 31.25% a Grade C. This is an improvement from last year's results with majority of candidates receiving a Grade A or B.

**Drama** had 25 candidates for the Year 10 RoSA. 68% of students achieved a Grade A, B or C.

In **Music**, 28 Candidates completed this elective with 82.14% of students achieving a Grade A, B or C.

In **Food Technology**, 98% of candidates received a Band A, B or C.

All candidates in **Industrial Arts** successfully achieved a Stage 5 RoSA. In **Industrial Technology Timber** 94% of candidates achieved a Grade A, B or C which is above the state average of 78%

In elective **Japanese**, 69.56% of candidates received a Band A or B.

## Parent/caregiver, student, teacher satisfaction

Parents were invited to complete a Quality School Life Survey about their child's education and about their child's school. Results were very positive with the majority of parents indicating their support for the school and the education it provides for their child.

Some of the feedback on statements asked are shared where the combined responses for agreed strongly or agreed were calculated.

Overall ratings were recorded for the following areas:

- I am satisfied with the quality of education my child receives from your school(91.1%).
- The teachers at my child's school are extremely dedicated (91.1%).
- The school takes parent concerns seriously (82.7%).
- The school always strives to improve (90.1%).
- The subjects taught at this school meets the needs of my child (91.7%).
- The school provides an appropriate range of extra-curricular activities (91%).
- My child gets on well with peers at their school (92.7%)
- My child feels accepted by others at their school (91%)

Some areas for improvement include: helping the child develop organisational skills to do homework; homework being more useful regarding supporting their child's learning; and 2.5 in ten students were reported by parents to have others being mean to them or teasing them.

## Policy requirements

### Aboriginal education

Winmalee HS had 25 Aboriginal and Torres Strait (ATSI) students with twelve students in Stage 4, four students in Stage 5 and nine students in Stage 6 enrolled in 2016. The profile of Aboriginal education at Winmalee High School has continued to expand during the year with 'Acknowledgement of Country' now proudly delivered by ATSI students at all school assemblies, staff and faculty meetings. Students take responsibility for raising and lowering the Aboriginal Flag that flies next to the Australian Flag outside the School Administration Office and at the entry to the school each day.

Personal Learning Plans (PLP's) continued to be developed during the year with students working closely with Ms Robson and their mentor. Several staff members volunteered to be involved in the mentoring of individual student Aboriginal and Torres Strait Islander students, liaising with them with school demands. Electronic copies of all PLP's are accessible to all WHS staff on the electronic welfare system, Sentral.

Overall attendance rates for our Aboriginal students have been excellent, with the average attendance rate above the school average.

Out of the 6 students in Year 12, five students successfully completed the Higher School Certificate. One student left to pursue a career in Indigenous performing arts, stemming from his experience with the Bangarra Dance Company, State Aboriginal Dance Ensemble. Four students sat the Early Entrance examination for WSU and all were offered a place in their preferred course at WSU. Three students are currently studying at Western Sydney University and one at Wollongong University.

Stage 6 students accessed weekly Mathematics and

English tuition through Tuition Works and private tutors courtesy of the Norta Norta funding. Shiann White (Year 11) enrolled in Hairdressing at TAFE and as part of her Certificate II Hospitality has been part of the Year 12 team in Term 4 who runs @TheCaffeineLab on Thursday mornings. The cafe will operate until the end of Term 2 next year before handover.

Lillian Hails and Annie-Jayne Caville undertook work experience in health care with the Koori Futures HealthInspirations program run by Nepean Blue Mountains Local Health District.

Jayden Walsh completed the school based Apprenticeship Mentoring program and achieved his Certificate II in Construction in a Semester 2 course offered by TAFE at Winmalee High School. He accepted an apprenticeship with a private employer after his completion of Stage 5, RoSA.

Students from all year groups participated in the AIME (Australian Indigenous Mentoring Experience) for the first time this year. AIME is an educational program proven to support Indigenous students through high school and the transition into university or employment at the same rate as all Australians. The program offers students the opportunity to make cultural connections with other indigenous students in the region through targeted tutorial programs run at Western Sydney University to enhance cultural pride through strengthening identity and the importance of acknowledging heritage.

In the AIME program, students had the opportunity to participate in a series of interactive sessions including Maths, Science, Drama, Public Speaking and Indigenous games. The focus for Year 11 and 12 was on closely mentoring the students through the Preliminary and Higher School Certificate course. They participated in one on one mentoring to assist them with university applications, housing needs and transition to full timework. Upon the completion of the program, Year 10 student Lillian Hails was awarded the Ambassadors Award for Excellence in Leadership in the AIME program.

In addition to AIME, students were given opportunities to participate in cultural programs throughout the year including photography and art workshops and cultural excursions. Local Darug Elders Uncle Graham Cooper and Aunty Carol Cooper were invited to speak with students. Elder Michael Jungarra shared his experience and extensive knowledge with students in the Art Reconciliation Challenge organised by Mrs Wright (HT Visual Arts). Year 12 students were given a Graduation lunch as a token of appreciation from the younger year groups for their extensive leadership and support demonstrated.

Students met with Mr O'Brien and Ms Robson three times per term. Winmalee High School continued to foster the relationship between students and local Elders including Aunty Carol Cooper, Uncle Graham Cooper and Michael Jungara. Ms Robson continued to support the local Aboriginal Education Consultative Group (AECG), attending regular monthly meetings throughout the year and facilitating with students and

families to further foster relationships with the Aboriginal community.

Ms Robson and Mr O'Brien (Terms 1 and 2 only) were in charge of overseeing the Aboriginal Programs in 2016. They have been supported by many teachers who give up their time to mentor students and assist with other programs and events offered during the year. Ms Robson was also responsible for the monitoring, counselling, evaluation of PLPs and liaising with parents when necessary. Plans are currently being made for the further development of the ATSI programs at WHS in 2017 with a focus on broadening cultural awareness, literacy and numeracy, and further development of PLPs. With the support of local Elders and the AECG, we aim to implement a Darrug Language program in schools in Semester 2, 2017.



### Multicultural and anti-racism education

The school celebrates Harmony Day which promotes respectful relationships with others and being able to live in harmony with others regardless of their difference and diversity. This year the Student Representative Council (SRC) decided to focus upon refugees and in particular refugees in the Blue Mountains. The main purpose was to clarify and broaden the understanding about refugees and what brings them to leave their own country and come to a place such as Australia.

On the school assembly, the students watched a YouTube of the song 'O Canada' by Missy Higgins. Siobhan Clifford our School Captain explained the meaning of the song and made a strong link about what it had to do with us at Winmalee High School. MOCS were invited to the day. They support Refugees to settle in the mountains. They conducted surveys to gauge the views of our students. Students went amongst the students taking photos of them holding a sign saying 'We welcome refugees at Winmalee' and signed a welcoming hand. These were hung amongst the trees near the entry to the school.

Winmalee once again participated in the Blue Mountains, Youth Shoe Box Project. This project encourages young people to get together and fill a shoe box with small gifts. They pick the gender and age for the gifting and then fill it with: something to love; something to play with; something to wear; something for personal hygiene; something for school; something

special; and a personal note. This sits well with our school values as it encourages young people to be generous, giving and welcoming towards children and young people seeking refuge and asylum in Australia at Christmas.

Winmalee High School has strong and clearly defined expectations about being kind and respectful to others. All students have a right to be safe and a right to be respected regardless of their difference. As part of the Wear it Purple Day this year, the support statement was We Celebrate Diversity at Winmalee High School. Bullying and anti-racism is not tolerated in any form (direct or indirect). Being treated differently, treated unfairly or unjustly or ridiculed on the basis of race or gender or sexual diversity is unacceptable and is not tolerated. The responsibility of the school and its staff ensure the fair treatment of students by enforcing the NSW Anti-Discrimination Act.

The school has a trained Anti Racist Coordination Officer (ARCO), Ms Tippet, who specifically deals with incidences involving racism or any other discrimination matters. Students if necessary will be given consequences under the school discipline policy and in accordance with the Department of Education Policy for the Suspension and Expulsion Procedures.

### Other school programs

#### Sister school visit – Arima High School, Sanda City

Winmalee has a strong relationship with its sister city (Sanda City) and its sister school, Arima High School. A group of students led by Mr David Cranby and accompanied by Mr Glenn Anslow and Ms. Katrina Middlebrook visited Japan in the January holidays. The group experienced an abundance of Japanese culture and history in places such as Kyoto, Nara, Nagasaki, Hiroshima and Mt Koya. The students gained great benefit from staying with host families from the Arima Senior High School community for a full week. Their Japanese speaking improved significantly; they gained a deep understanding of Japanese culture and develop a strong bond with their host family.

Winmalee High School also hosted a visit from students of Shanghai Japanese Senior High School. This high school is for the children of Japanese expatriates living and working in Shanghai. Students of elective Japanese spent the day with the students playing communication games, sharing a BBQ lunch, learning about Aboriginal Art from a local indigenous artist and sharing information about both our cultures. The smooth running of the day was facilitated by ex-Winmalee students translating and interpreting and by current Year 12 students leading the group activities.

#### Hillcrest High School – Birmingham

We were fortunate enough to have another visit from our UK sister school, Hill crest School from Birmingham. They had visited the year before and had returned once again. After visiting Canberra they spent 5 days in the Blue Mountains and seeing the scenery of



this region.

The days were spent at Winmalee High School. Whilst at Winmalee, the able to experience making Aussie cakes (Lamingtons); learning of Aboriginal Art and culture; and Australian wildlife at Featherdale Park (courtesy of Mr Vassallo).

They also participated in our school assemblies as well as attending classes with their host buddies. The Hillcrest students were very proud of their fundraising efforts for our bushfire affected students. Mr Anslow felt the whole school should know what they had contributed and organised for the re-presentation of their cheque for \$1000 to Ms Middlebrook, the Principal, on behalf of the affected students.

Winmalee plans to visit Hillcrest School again in January 2017 as part of the UK/Europe Trip being organised by Mr Anslow.

### **Wellbeing: The Learning Hub**

The second year of operation for the Winmalee High School Learning Hub was a process of consolidation and expansion whereby 'the Hub' became an integral part of learning at the school. A modified room with open plan seating, iPads, computers and soft furnishings, the Hub is a calm and supportive environment staffed by a teacher and Student Learning and Support Officers (SLSOs). Its purpose is to help all students access the curriculum and achieve success. Students are identified through the Learning Support Team, parents, teacher referrals and test results. In 2016, the Learning Hub supported students through intensive, targeted and universal methods of support.

### **Intensive support – the Hub Roll Call Group**

The Hub has an identified roll call group who are case managed to receive specialised assistance. This assistance may be organisational, physical, emotional or related to high learning needs. The support stops these students 'slipping through the cracks' and helps them to succeed at school. Examples of support are outlined below.

Student A was a junior student who experienced high levels of anxiety and had frequent absences. She was able to feel comfortable and safe in the Learning Hub which helped her to catch up missed work and complete assignments. This student also received individualised language and literacy assistance, developed confidence through a Hub Art group and so was able to move into senior studies in 2107.

Student B had significant learning needs hence modifications to class work, assessments and examinations were needed to help this student access the curriculum. Additional and appropriate work placement were implemented through a flexible timetable. At the end of the year, Student B demonstrated an increased level of personal confidence and received an award from an outside organisation for work experience at Presentation night.

The aim of the roll call group is to help students feel connected at school and achieve success. When ready, students graduate to other roll call groups and by the end of 2016, 66% of the group were able to transition. This allows room for new Year 7 students in 2017.

### **Targeted support – Specialised Programs**

A second aspect of the Learning Hub is the specialised programs run to assist students with their learning, personal confidence, social skills and ability to manage anxiety. These programs are implemented as needs arise and the intervention is monitored to assess effectiveness. One of the most successful programs run in 2016 was Quicksmart which is described in a separate section of the annual school report. In addition, other programs run in 2016 were as follows:

'Literacy support' is a targeted program for a small group of Year 7 and 8 students identified through reading assessments and teacher referrals. These students worked on comprehension, word recognition and inferential skills two to three times a week. Pre and post testing showed an improvement in the reading levels of all participants. Importantly, these students also felt more empowered and confident in their skills which flowed on to greater success in the classroom.

'Connectivity' is a social skills program for students with Autism, Asperger's syndrome and those experiencing difficulty with interpersonal relationships. Students worked with the School Counsellor and Hub teacher to develop skills around social interactions in a fun and positive way.

'Connecting with Nature' is a wellbeing and learning program designed to increase engagement and confidence in twenty Year 8 students. The program involved field trips to local bush and creek sites, art activities and environmental educational work done in conjunction with staff from Blue Mountains City Council. A film was made about their experiences and student interviews were conducted. A common viewpoint was expressed by a student who said "I prefer being outside the classroom and I felt more interested in what I was doing".

Social/emotional programs – There are a number of programs designed to encourage emotional regulation, develop personal confidence, build on strengths and increase engagement. These programs were based on interests and included Yoga, Boxing, Guitar and Art groups. When surveyed, students reported benefitting from these targeted activities. A student in the Yoga group stated that "It meant that I could relax and be calm before the start of the day" while another said "I only focused on what I was doing, experienced mindfulness and it really relaxed me".

### **Learning Support across the school**

The most universal and broad reaching feature of the Hub's work is to support the learning needs of students across the school. Many students have Individualised Learning Plans (ILPs) which have been developed with teachers and parents to address learning needs such



as dyslexia, dyspraxia and/or emotional needs such as anxiety. The Plans may include modifications such as breaking tasks down into steps, requiring a reader for examinations, needing a scribe or a place which allows separate supervision during assessment tasks. The Hub is able to put these modifications into practice.

In 2016, there were 3141 recorded learning support interventions. Of these, 32% occurred in class through the assistance of Student Learning and Support Officers and the remaining 69% involved visits to the Learning Hub. Within the Learning Hub visits, the majority of assistance 47% related to class work, assessment tasks or examination support, 36% of visits were for targeted literacy and numeracy interventions and 34% of visits were for social or emotional skills programs.

The support provided by the Learning Hub has tangible results for learning outcomes. In 2016, there was a significant reduction in the number of Year 10 N Determination Warnings issued for non-completion of class work or assignments. These decreased from 234 in 2014 before the Hub existed to 101 in 2015 and now 71 in 2016. This shows that Hub intervention helped students to complete their work and assignments, including meeting due dates for submission. In addition, parent feedback provided another source of data which endorses support for the Hub. In 2016, a number of parents called the school to describe how the Hub helped their child to hand in assignments and complete work.

The focus for 2017 is to build upon the successes of the Hub and to:

- improve the teaching and learning for students on Life Skills programs by better coordinating and supporting these students.
- engage with Faculties to implement modifications to class work, assessment and other tasks for all students needing adjustments.
- empower students by exploring Circle solutions and trialling this method of problem solving with small groups.
- implement strategies to address anxiety such as Smiling Mind and the Resilience Doughnut Program.
- enable students to experience positive emotions and function well at school by incorporating Positive Education principles into programs.

## QuickSmart

Winmalee High School, through the Learning Hub, has implemented the Quick Smart numeracy program for selected students over the past two years. Quick Smart was designed by the University of New England to develop automaticity by increasing the number of strategies students use to recall basic number facts across all four operations; addition, subtraction, multiplication and division. The program runs for thirty weeks and comprises three ½ hour sessions per week run by trained tutors. Each session is broken down into 5 minute activities and include strategies such as;

flash cards to improve automaticity, speed sheets that relate to the same set of focus facts, games to promote learning and regular testing from the computer CAAS program to record speed and accuracy.

In 2016, sixteen students in Year 8 completed the program. Pre-test and post-test scores were sent to the University of New England for calculation of 'effect sizes'. According to the university, effect sizes between 0.2 and 0.4 represent one academic year of growth, scores of 0.4 to 0.6 are strong; between 0.6 and 0.8 are considered very strong; and effect sizes above 0.8 represent substantial improvement of the order of approximately two–three years' growth. Our students achieved the following results:

- Addition – effect size of 0.5 (strong) for speed and 0.7 (very strong) for accuracy
- Subtraction – effect size of 0.6 (very strong) for speed and 1.9 (improvement of approximately 2–3 years growth) for accuracy
- Multiplication – 0.7 (very strong) for speed and 1.8 (improvement of approximately 2–3 years growth) for accuracy
- Division – 0.7 (very strong) for speed and 1.5 (improvement of 2–3 years growth) for accuracy

Students also completed a paper test before the program and at the close of the program. The effect size for this test was 0.8. This shows that the program has helped all participating students improve by approximately 2–3 years in numeracy skills.

These excellent results mean that the school will continue to implement QuickSmart in 2017 as the success of the program has been proven.

## Numeracy roll call

The Numeracy Roll Call class has again successfully supported our Year 7 students with low levels of numeracy skills in building greater confidence in Mathematical thinking and methods. The buddy system with Year 9 leaders has led to the formation of strong relationships and increased confidence and communication from our young participants. Early observation and testing as these students begin Year 8 shows greatly improved attitude and application to Mathematics in the classroom and improved results with many student achieving results over 70% in their first topic quiz for the year.

## Positive Behaviour for Learning

The PBL team at Winmalee High School is dedicated to promoting a safe, respectful learning environment throughout the school community. This year the team introduced some new initiatives to enhance the school environment for both students and staff.

This year our focus has been on growth mindset, inappropriate language, litter in the playground, being on time to class and the new Winmalee Medal procedures.

Extended PBL lessons were held once a term to

explicitly teach students about the PBL focus for the term. The first lesson for the year was on Growth Mindset which was a school wide initiative to examine what this looks like in practice. It explored the continuum for growth mindset which looks at how people with growth mindset think about new learning, goal setting, dealing with setbacks and challenges, accepting and responding to feedback and their capacity to perseverance. The lesson highlighted the fact that hard work, effort, practice and perseverance are frequently what lie behind 'success'. The aim behind this lesson was for students to understand that having a growth mindset involves recognising that you can learn new things and that practice, effort and feedback help you to achieve.

In Term 2 our focus was 'Just Bin It'. The related lesson addressed reasons why putting rubbish in the Bin is so important. It was approached from a community responsibility model in which all students in an area are responsible for its cleanliness even if they are not responsible for the litter around them. This ensures everyone works to keep the school community a safe and respectful and clean environment.

In Term 3 the team focused on the new 'be on time for class' policy aimed to stop lateness to class, having students arriving on time to class ready to learn. After the school bell denoting the end of the break, students and staff hear music which plays for three minutes. This length of time was deemed enough time to make it to class from any location in the school. Students who continue to be late are to make up the lost time. The policy has been very effective in decreasing lateness and students being ready for learning.

Throughout the year the PBL Team has had blitzes for uniform and litter. The purpose of these blitzes is to remind students of their responsibility to keep the school environment clean and safe by placing their rubbish in the bin and wearing the correct uniform to show pride in themselves and the school.

This year the PBL Team introduced 'Clean up Winmalee Day'. Year 7 students were given gloves and garbage bags and an area in the school to clean up. The large number of bags showed that litter remains a problem for our school and community. Afterwards to show our appreciation to the students, they were rewarded with an ice block.

A major part of PBL is rewarding positive student behaviour. This year we continued the GOLDIE rewards system. Teachers give students 'Goldies' for displaying the focus of the month behaviour e.g. growth mindset – persistence on a task. All 'Goldies' collected are placed in the weekly draw for a \$5 canteen voucher with two winners being drawn on assembly each week. This remains popular with the students.

The system to reward exceptional attendance has been continued; with our 100% attendance BBQ this year was very popular. This year we have introduced an iTunes card draw for students receiving 100 % attendance. This initiative is to encourage students to strive for 100% attendance. These rewards BBQ's are

held once a semester and have proved very popular with the students. We have also introduced a commendation letter for students receiving more than 95% attendance for the semester.

The Staff at WHS have completed professional learning experiences this year that has been facilitated by the PBL team. These experiences have developed common language and expectations across the school community.

Next year our focus will be on positive education.

## **Apprenticeship Mentoring Program and Certificate II Construction**

2016 was the fourth consecutive delivery of the Apprenticeship Mentoring Program; however it was the introduction of the Certificate II Construction qualification to the year long program that brought a renewed sense of interest and achievement. The program attracted both Year 11 and 10 students. It considered how these practical skills and knowledge could influence and enhance their post school opportunities.

In the first two terms the students completed 1 day per week, with activities that included: portfolio and resumes development and collection, industry based interview practice, industry project planning quotation and submission, First Aid and Work Place Health and Safety qualifications. Visits to both TAFE campuses and fully operational work sites with the inclusion of guest speakers, facilitated a sense of future planning and career projection.

Job Quest from the Penrith office was part of the project's success. Staff ensured the students were engaged in real life tasks such as job proposals, financial requirements and time and staff management. One of the standout features of the courses success was the student's commitment to their learning and skill development.

As part of the program, the students were responsible for the full creation of three vegetable garden beds; purpose designed and built including planting, and plumbing. This was the first of many practical achievements to be undertaken and successfully delivered by the students. This is a school resource that is cultivation ready for use in the hospitality classroom and the school café @TheCaffeineLab.

The final two terms focused on the Certificate II Construction skills and knowledge, working to achieve the National Construction curriculum. TAFE teachers delivered the course for two days per week. Students attended regular classes on the other three days. The class members constructed shade coverings for seating in the playground. These skirt the ovals and provide outdoor spaces for the school community to use and enjoy. It is inspiring to see students develop personal ownership and pride in the projects they complete. Students established their own work site and monitored their own progress and organisation. Class leaders conducted tours and information presentations for

BOSTES officials. The class and teacher worked overtime to complete “their” project and felt very empowered by their own personal outcomes and their contribution the Winmalee High School community.

The program is directly responsible for:

- Provision of a pathway to work and employment in apprenticeships, traineeships and casual jobs (*over the year, eight of the fifteen students who completed the program have found full time work*).
- Articulation into advanced TAFE certificates.
- Provision of strategies that meet the needs of a variety of learners and styles of learning.
- Re-engagement of some students back into the classroom with a greater respect from their peers and teachers
- Improvement in attendance; both to regular classes and for the course during its delivery.
- The next group of students considering undertaking such courses and projects in the future.

Students report that the trade focus allows them to:

- Successfully transition into the work place, and or Tertiary Education.
- Showcase their passion and talent to the school community.
- Record with the BOSTES their competencies (strengths) and learning.
- Transition with credit to the tertiary and employment sector.
- Establish sustainable industry partnerships through their interactions with local industry employers/mentors.

Project Stakeholders were:

- Winmalee High School students and teachers
- Job Quest educators and advisers
- WSI TAFE
- Local employers and business

Consistent delivery of the program has demonstrated the positive outcomes that occur through practical learning and content and how this strategy develops classroom engagement, meets student’s interest, builds student strengths and resilience, and creates a system of peer mentoring and builds connections amongst students’ across two year groups in a high school environment.

Further targeted outcomes or impacts upon the students participating included:

- Creation of students who are work ready with professional portfolios; recruitment strategies and skills
- Acquisition of industry qualifications and fast tracking of opportunities into tertiary courses
- Professional role modelling and mentorship
- Development of positive in-school peer mentoring
- Development of realistic career opportunities as well as invaluable and realistic industry insights.
- Provision of hands-on construction experience and extended work experience.

## Animation Program

Winmalee High School added the Animation program as another career based extension program in 2016. The program is designed to address the needs of students with the desire, ability and interest to pursue careers in the industries of video, graphics, animation and areas of media communication. In addition this course offered opportunities for professional mentorship and employment opportunities. The aim of this program is to develop their employability skills in these fields with the delivery focused on the industry requirements for those who intend to seek a career in animation and computer media industries.

The students were actively engaged in tasks and learning that were media and animation centered, developing an overall understanding of how each specific media skill fits into workplace projects. They were busy developing an array of techniques from the ever evolving IT industry standards; assisting in developing student potential and employability. Attention was placed on, developing story boarding, animation, graphic skills and graphic motion skills and video editing and creating samples of work to be part of a personalised student portfolio.

Individual portfolios included:

- animation style and technique projects
- drawing and graphic styles and techniques
- an overall understanding of how each specific media skill fits into the project
- evidence of use of media trends and standards, use of specific media programs and tools.

Each and every lesson students were:

- provided opportunities to develop creative media skills
- given industry mentorship
- industry practices, relevant industry experience in: the use of visualisation techniques, graphics, digital and traditional animation
- opportunities to undertake audio and video editing
- create an industry standard body of works to enable transition to employment.

Program leaders found that team building and cooperation flourished alongside, problem solving and intuitive thinking situations.

As a result of the development of their practical skills the students were able to produce a film/media advertising for the school Hospitality Cafe, @TheCaffeineLab and promotional media for a private motivational speaker and his company.

## Year 10 Leadership Program – Base camp Winmalee High School

This program is a specific experiential learning week, where priority is given to developing the personal leadership skills of Winmalee High School students so that they become leaders in their own lives, and for some, the lives of others. This program looked at providing experiences that increased personal

responsibility, motivation, and organisation whilst building a sense of school and community engagement.

In addition, the program was a practical based week where the purpose was to:

- Develop leadership skills with in the student body through experiential learning activities.
- Develop a sense of personal and community identity and awareness.
- Create a “volunteering spirit and participation” the willingness to become involved.
- Provide scope for leadership to flow to the surface with practise of relevant skills during experiential learning activities.
- Provide opportunities to transfer new acquired skills and experiences into ‘school life’ eg: SRC involvement, volunteering opportunities, work experiences, school sport/ performances all extra-co curricular activities and programs.
- Provide opportunities for the students to enjoy a variety of experiential learning activities, working cooperatively with students whom they may not otherwise socialise with in other school settings.

This leadership program included a variety of professional presenters and covered topics such as:

- Learning and brain development; a hands on look at brain functions, the how and why we learn.
- Leadership in creative arts; personal strengths and flexible use of resources.
- Leadership in sport; taking on the responsibility of being a leader, being organised and an active and respectful group member.
- Community engagement and volunteering; the essence of mentorship and leadership and the importance of positive role models, who and how to establish such relationships.
- Self-reliance and responsibility and critical thinking; team challenges that expand past personal experiences and encourage situational learning and team membership, the importance of choice and thinking about each actions we take.

Year 10 students reported that:

- They enjoyed the week; that being asked to complete tasks that are outside their normal scope is a challenge; that they need to work at overcoming personal biases and preferences in order to broaden the scope of what they do.
- Working alongside peers that they would not normally engage with, expanded their understanding of personal attributes and allowed them to recognise and appreciate the skills and expertise of others.
- They were proud of their personal and team achievements and that being challenged is an important part of personal growth and development.
- There are a variety of ways for them to make a contribution and create a broader sense of community within the school and the importance of positive role modelling for their personal success.
- The experience and development of skills was valuable as they were commencing the journey towards transitioning to senior school and or

including tertiary education and the work place.

## **Year 10 Leadership Camp – Base camp, Jindabyne**

During Year 10 Leadership week one of the options the students can choose is a five day camp at Jindabyne.

The camp aims to develop:

- Participation and teamwork
- Resilience skills
- A sense of personal identity
- Opportunities to transfer and acquire physical skills
- Opportunities for students to develop leadership skills and put these newfound skills into practice
- Social skills of coping, compassion and awareness of others' feelings.

All students are involved in either preparing meals for everyone, cooking meals or cleaning up after meals. This develops a sense of achievement in many students who do not regularly engage in these duties at home. They are in friendship groups and are able to develop skills in these groups which they may not have done previously.

Students are encouraged to put aside their electronic devices for the week and communicate to teachers and their friends by a variety of different means. They spend four nights together in a large dorm room where each gender must cope with other students nightly sleeping habits.

Once all of this fun is had, for three days the students learn to snow ski or snow board at Perisher Blue. At the beginning of each day the students participate in a two hour lesson dependent on their ability. They learn the basics of standing up on very fast implements whilst heading down ‘steep’ slopes. At the end of this lesson there are some very eager students ready to tackle the slopes again and others who are happy to have a rest and recuperate with a hot drink. The rest of the day is spent with teachers and friends developing their skills further and venturing to other parts of the resort to practise their newfound skills.

By the end of their three days on the slopes they have all mastered the basic skills and have seen the majority of the four resort areas. Having fallen over a lot on the first day they have now been able to make it all the way down the slopes without falling.

The resilience that is shown from all students is outstanding. They all through effort, practice and persistence learnt to ski and developed their resilience as individuals; something many of them did not display at the start of the program.

The students have found this camp to be a valuable step towards their Year 11 studies. They gain valuable skills in organisation, resilience, teamwork and being on time.

## **Year 11 Study Skills**

Year 11 students were guests of the Western Sydney University, where the annual Year 11 Study Skills

Seminar was held during February.

Students attended lecture style presentations immersing themselves in a senior approach to education. Each presenter developed their key message with humour, passion and talent.

The year group discussed topics such as motivation, resilience and choice. Life experiences and self-designed opportunities were the common thread that brought these presentations together.

Workshops were conducted by a combination of class room teachers and counselling staff and school executive. Workshops covered areas of goal setting, brain functioning, positive learning behaviours, essay structure, stress factors, relaxation techniques and the HSC Board of studies requirements and assessment requirements.

The Year Adviser was on-hand during the two days, participated in the seminars alongside the students, developing a teacher understanding of the challenges and adventures facing senior school students.

An important component or outcome desired over the two days was the development of self-motivation. The university campus environment helps sets the tone for this. The 'For Schools Coordinator' from UWS share personal experiences, course information and pathway entry points plus the concept of the ever-changing jobs for the future... 'are you ready'.

The aims or outcomes of the two days included:

- The students understanding the transition they must make, moving from a 'junior school' perspective to a 'senior school' maturity.
- Reinforcing the importance of being motivated and engaged with their studies and whole school community, whilst understanding the requirements to achieve their best academic and social performances; maximising their results and post-school opportunities.
- Familiarising the students with the Board of Studies requirements and the practical strategies that each student can employ to achieve their personal goals and the strategies to become an independent and active learner.
- Developing a positive mind set towards the HSC task ahead. Students said they took this inspiration from the speakers and their life stories. The students were unanimous in their thanks to the staff and speakers who presented and supported them during the workshops and seminars.

Specific student feedback highlighted positive responses to:

- The motivation presentations, drawing upon realistic situations and posed outcomes, including incidences of difficulty and overwhelming situations.
- Information that addressed specific personal academic achievement; essay structure and goal setting, key study and learning strategies.
- HSC marking and ATAR awards.

- Tertiary Education options and pathways.
- The sense of group cohesion that was developed, preparing them as a group to embark on the challenges and achievements of their senior years.
- The sense of priority that was developed toward their schooling and their personal journey.

Post school career options and in particular Tertiary Education were viewed as an important outcome from their schooling. Students report that such an event as the Year 11 Study Skills Seminar increases their motivation to work towards achieving such opportunities and their ability to see themselves as a successful graduate of Winmalee High School and a tertiary or university student with reward for their personal efforts and a focused career plan.

## **E-Learning**

E-Learning's focus for 2016 was to increase the availability of mobile devices to support student engagement and collaborative learning in the classroom.

To this end 20 iPads were purchased together with a sync and charge station. Using Configurator 2 and a Macbook to act as a server, profiles and blueprints were created to secure the iPads from unauthorised changes and to install Apps purchased through the Education Volume Purchasing Program.

The iPads have allowed students access to information and educational apps that support all subject areas across the school, both in classrooms and outside.

To increase accessibility another C.O.W (15 computers on a wheeled trolley) was purchased set up to cater for upstairs classrooms.

In addition, two mobile Interactive whiteboards were purchased for use in the various areas of the library and in classrooms that do not have an interactive data projector or whiteboard.

The purchase of the above technologies has greatly increased flexibility and access to resources that support a collaborative culture which inspires engagement and creativity for our 21st century learners.

## **Achievements in Art, Sport and other school programs**

### **Visual Arts**

Year 11 Visual Arts Students, Laura Blue, Hannah Schmidt-Rees and Lilliana Rixon were selected to attend the prestigious National Art School's William Dobell Drawing Workshop. This course provided a rare opportunity for Year 11 students from regional NSW and outer metropolitan areas of Sydney to develop their drawing and visual perception skills. The course is run by practicing artists/teachers from the National Art School in central Sydney. Each year 75 students are selected from Government schools to participate in a four-day intensive studio program. Year 11 Visual Arts



student, Lilliana Rixon was selected for the National Art School's HSC Intensive Program. The NSW BOSTES endorsed course is designed to enhance and extend students' technical, conceptual and intellectual skills under the direction of experienced, practising artists, through intensive practical study in one discipline. The selection process is rigorous and was an excellent opportunity for Lilliana to develop her technical skill and specialisation in Life Drawing.

Year 12 Visual Arts Student Alice Ridgway had her HSC Body of Work selected for ARTEXPRESS. This is an annual series of exhibitions of exemplary artworks created by New South Wales Visual Arts students for the Higher School Certificate examination. Alice's Artwork was displayed at the Hazelhurst Gallery from 10 February until 26 March, 2017. Her series of work entitled 'We are the same Within, Beneath and In between' reflects how one's experience of the environment is what shapes us. Alice has stated "I have a great appreciation of nature and believe it is important to acknowledge it".

Winmalee High School Visual Arts Faculty was selected as a school to participate in the NSW Reconciliation Challenge Art Competition. The Reconciliation Challenge is an annual art and writing competition for NSW school students in Years 5 to 9. It offers young people across the state the opportunity to learn about and engage with Aboriginal cultures, histories and issues in an engaging, stimulating and creative way.

Student participants included Sophie Mooney, Carissa Askar, Lilyann Partridge, Jemma Handley, Hannah Bond, Holly Leong, Clare Peters, Karina Fiddling, Jai Monahan, Alice Cooke, Emma Bottomley, Arianne Johnson, Sarah Whitfield, Kaitlyn Haydon and Casey Haydon. Visual Design students Sarah Whitfield & Karina Fiddling were selected from 700 entries as Highly Commended. Students attended an exhibition of their work and ceremony at the Powerhouse Museum to receive their highly commended certificates from the Hon. Leslie Williams – Minister for Aboriginal Affairs. Karina and Sarah's works were placed on display at a series of National Trust venues around NSW. This included an exhibition at Woodford Academy in the Blue Mountains in January, 2017.

Year 10 Visual Arts student Katie Hubbard had her Artwork selected for the Nagoya Sister City Art Exchange 2016. The Nagoya Sister City Art Exchange is an exhibition opportunity for all NSW public schools students in Years K–12, and is held annually. It provides a unique opportunity for students to participate in international friendship and cultural exchange activities, which in turn promotes the further development of sister city relationships. Katie's work 'Floral Feast' was sent over to Japan in Term 4, 2016.

Winmalee High School forged collaborative relationships with a number of Artists from the local community to offer their expertise in the support of specialised programs. Aboriginal Artist, Leanne Tobin, hosted a painting workshop with Year 7, 8, 9 and 10 Visual Art and Visual Design students as part of the

Reconciliation Challenge. Students learned about the local Aboriginal History and how to interpret these histories into meaningful artwork.

Year 9 Visual Design students undertook training as part of a workshop on Special Effects. Year 9 Visual Design students had been investigating the world of Director Tim Burton and working on the development of costumes and special effects. The workshop was organised by Ms Wright and featured special guest Makeup Artist Ali Stadler. Students created costumes, designed makeup looks and undertook studio photo shoots.

Year 10 Visual Arts students had Ceremonial Elder Michael Jungura visited Year 10 Visual Arts during Term 1 to give an Artist's talk and an Aboriginal history lesson. Michael specifically discussed the use of text and poetry in Art making and how Artists create emotion in their work.

On November 29, 2016 Elder Michael Jungura again dedicated time to working with a small selection of High Achieving Visual Arts students to view and discuss their artmaking practice. Michael was a sponsor of an Art prize for a Young Emerging Artists showing promise. This award was presented to Sarah Whitfield.

An exciting educational partnership between the Visual Arts Faculty at Winmalee High School and the Blue Mountains Cultural Centre was formed to promote students gaining a deeper connection to their local cultural institutions and the opportunities they offer. Naomi Baker, Blue Mountains Cultural Centre Public Programs Manager, and Skye Wright, Acting Head Teacher Visual Arts, teamed up to develop education resources for upcoming exhibitions at the Cultural Centre. In turn, the Centre will support Winmalee High Visual Arts students to gain increased access to its exhibitions.

Our Stage 6 Visual Arts students from Year 11 and 12 alongside Mr Bond and Ms Wright visited the Art Gallery of New South Wales in March 2016 to view the ArtExpress, 'When Silence Falls' and 'Modernists' exhibition. Students had studied many of the Artists from the 'Modernists' and 'When Silence Falls' Exhibition. The students came away with lots of inspiration for future work. On 24 May, 2016 Year 11 and 12 Visual Arts students alongside Ms Wright attended a specialised Art and Technology Workshop at the Museum of Contemporary Art, Sydney. Students participated in a Real Time Arts workshop experimenting with sound, animation, green screens and collage with many incorporating elements into their Body of Work. Students were inspired by the works of Hany Armanious, Fiona Hall and Joan Ross.

Three Winmalee High School students participated in the Arts in Action Visual Arts Workshop held on the 31 August – 2 September 2016. Max Gleeson–Stanley, Sarah Barry and Elizabeth Richards undertook workshops in a variety of mediums at the Bluegum Lodge in Springwood over the three days and produced a range of high quality examples.

Operation Art Exhibition is run by The Children's Hospital at Westmead in association with the NSW Department of Education. Mia Leach of Year 7, Kiara Marr of Year 10, Ges Thurgood of Year 10 and Ada Baran of Year 9 had work selected. Additionally Kiara Marr's artwork 'Friends are Windows Through the Mist' was selected under the Advocate for Children and Young People Selection. Artworks are given to the ACYP for a year then donated to a hospital. Ada Baran's artwork 'Morning Sun' has been selected for Artbank. Artworks are donated to regional hospitals or displayed in Department of Education offices.

Winmalee High School participated in the 2016 Archibull Competiton. The prize pairs school students with Young Farming Champions to encourage careers in the agricultural sector. The school was assigned an Archie, a life-sized fibreglass cow with the theme of Cotton. Students worked hard to research and represent the Cotton industry. Working with the theme that feeding, clothing and powering a hungry nation is a shared responsibility, students at Winmalee High School were aided in their research by Young Farming Champion, Dwayne Schubert. They created a suite of blogs, multimedia and infographics to give insights into the world of cotton. Winmalee High School's Visual Arts team were finalists for the online component of the Prize.

## Music

In 2016 Winmalee continued to offer a breadth of opportunities to students across a range of events and performances. Over 150 students choose to participate in extra-curricular music programs including band ensembles and vocal ensembles.

PULSE is the premier performance event for Western Sydney, held in the Opera House each August. Between the orchestras, choirs, featured artists and dancers, Winmalee High School had over 60 students involved. Music staff play a key role in the management and creative team for this event. Winmalee High School students were represented in the PULSE Concert Band, Big Band, Massed Choir, Featured Artists, Featured Items and Regional Ensembles for 2016.

2016 was a successful year for Winmalee High School for Arts Unit events. The school's Jazz Band was showcased at the Arts Unit Primary Proms (Sydney Town Hall) Festival of Choral Festival (Sydney Opera House). Our Vocal Group also represented the school at the Arts Unit Festival of Music Concerts at the Opera House and Town Hall.

In November, Schools Spectacular was attended by over 50 Winmalee High Students. Winmalee High School was represented in the following sections of the show: Featured Artist, Core Choir, Central Choir, Orchestra, Stage Band and Dancing. The show offers students to be a part of one of the world's biggest variety acts. This year the production moved to the new venue at ACER Arena due to major renovations at the Sydney Entertainment Centre.

During 2015, three instrumental students were

successful in reaching the Arts Unit NSW State Wind and Jazz Ensembles. Well done to our instrumentalists for reaching such a high level of achievement on their musical instrument. These ensembles are extremely competitive to gain entry to and offer the highest possible musical experiences for students in NSW.

Our HSC music and drama classes were extremely successful with very pleasing results with all students achieving results being in the top 3 bands. We were very fortunate for one of our Music students, Siobhan Clifford to have been awarded a nomination for Encore as a result of her exceptional HSC music results. Siobhan was accepted to perform in the distinguished event Encore, held at the Sydney Opera House. She was also a Feature artist at this year's School Spectacular event, a showcase of the excellent talent of students across NSW Public Schools. Siobhan Clifford has now been hired as part of 'Hi Five' a singing and performing group specifically designed to entertain young people.

Meet the Music is a concert series aimed at school students presented by the Sydney Symphony Orchestra – as part of the Year 11 and 12 music course students went to four separate concerts at the Sydney Opera House. Educational resources are linked to the concerts and developed by the education office of the Sydney Symphony. These resources are used in the music classroom to enrich the curriculum and being able to listen to a live orchestra play the music studied in class is an invaluable opportunity and experience.

Other performance opportunities for our students throughout the year came in the form of local and community events where many of our senior students have the chance to practice their performance craft. Such events are Artfest, Rotary Antiques Fair, Bunya Childcare Centre birthday celebrations and Foundation Day events.

Twelve of our vocal students had the opportunity to perform in the Arts Units event 'In Concert'. As part of this event our students were given the chance to perform alongside professional musician Katie Noonan at the Sydney Town Hall. We also had students perform in the concert as part of the orchestras and wind bands.

The Sydney Conservatorium of Music, Early Music Faculty visited Winmalee High School on their end of year tour. This gave our students the opportunity to listen and view period instruments from the baroque and renaissance periods. We were entertained with a concert and had the opportunity to try some of the instruments and ask questions about the music that was performed.

During November the concert bands and jazz band had a mini tour to three schools. We visited Faulconbridge Public School, Penrith South Public School and Richmond Pre School. This provided our instrumentalists a chance to perform the music they were learning.

During November and December Winmalee High

hosted a new initiative from the Macquarie Park Arts Council. The HSC music composition workshops were a series of workshops held with Tim Oram a local composer/arranger and professional instrumentalist. Tim Oram has credits in writing music for Schools Spectacular, TV, and West End musicals. All Students at Winmalee studying the Music 2 course for Year 11 and 12 were in attendance at the workshops, giving a valuable head start on their mandatory compositional work for their HSC.

We have been fortunate to have received workshops from a number of professional musicians over the years. During 2016 we have had the ongoing instrumental tuition from Tim Oram, David Henry and Tony Rea. We were also very fortunate to have a drum/rhythm section workshop with one of Australia's leading drummers, Jamie Castrisos.

More of our students had representative duties with the State Senior Wind Band Program. Congratulations to Henry Hutchinson, Zac Egan, and Nicholas Craig for representing our school at such a prestigious event.

## **Drama**

Our Drama teachers and students had a very successful and busy year in 2016. In Semester One all Drama Elective classes were involved in a Residency with ZEAL Theatre Company who helped us to craft our own production called 'Straw Hats, Thongs & Toothbrushes' which was performed in June to the school and broader community. The purpose of the project we developed was to explore the lasting and on-going impact the 2013 Bushfires have had on the school, its students and families, and the broader communities of Winmalee and Springwood.

The aim was to give the community an opportunity to tell their stories about recovery and regrowth. Counsellors have told us that recovery after such a significant event can take up to 7 years and we felt a theatre project like this could be a valuable tool in assisting the recovery process for our students, our local school community and those of the broader community as a whole.

Part of the process involved the students and Mrs Sheehy, the Drama teacher, interviewing and recording members of the community. It was a fantastic opportunity for the students and staff to collaborate with a professional theatre company, ZEAL Theatre to develop skills in researching, writing and performing in a 'Verbatim' style of theatre.

The production exceeded all expectations and was an outstanding success receiving many accolades from the Mountains community. We were lucky enough to be considered for the 'Premiers Resilience Awards for 2016' and achieved a Highly Commended. A small group of students along with Deputy Principal Voula Facas and Mrs Sheehy attended the Awards Ceremony at Parliament House in October.

Year 10 Drama presented their Playbuilt piece for the School ANZAC Service and were commended on how

moving the piece was. Some of the students who did not attend the Yr 10 Leadership Camp, performed the same piece alongside Year 9 Drama at the Regional Drama Festival 'Lights Up' in Term 3. Year 10 also produced an engaging performance at the Annual Showcase night in Term 4.

The Year 9 class performed an Ensemble piece 'A Thousand Miles from Care' at the Annual Showcase night. This play looked at the dark side of the suburb Manly, male egos and mateship gone wrong. The students were engaged all term in rehearsing and developing the piece and are a cohesive and talented group of students.

At the Showcase evening Year 11 presented engaging scenes from 'The Laramie Project'. This play is part of their HSC Studies and the experience proved invaluable in developing their understanding of the text and topic being studied.

The Year 12 class presented their HSC Practical performance pieces at the HSC Showcase in August just prior to their examinations. All students performed to a high standard and 6 students (Ellen McKendry, Aislin Adams-Ward, Siobhan Clifford, Susan Shead and Alice Ridgeway) received a nomination for OnStage after the examinations for their Group piece FLATLINE. OnStage is the HSC Drama Showcase of exemplary HSC work and is held at the Seymour Centre every February. The nominated group were put on the Reserve list for the final OnStage performance which is a great honour.

## **Debating**

Once again Winmalee had a number of teams involved in the Blue Mountains Schools debating competition. This has been a popular competition for Winmalee students—debating has also been a popular activity for Winmalee students as well.

Winmalee High School had four teams entered. One Year 7 team; two year 8 teams and a Year 9 team as well. All four teams were able to progress through to the knock-out stages of their respective competitions. The Year 9 team once again made the final where they finished runner's-up.

The Winmalee teams were also involved in an important primary school activity. Winmalee Public School organised a very successful debating day for local primary schools. The two Year 8 teams were able to provide an exemplar debate to showcase high school debating. It was entertaining and appreciated by the staff and students alike. Students from Winmalee were also able to assist in running the day as well.

## **Dance**

The Dance program at Winmalee High School is continuing to excel with approximately 100 students involved across years 7–12. Involvement in the Dance Ensembles program requires an audition process in term 1 and this year, 5 extra-curricular dance ensembles were in operation – Junior Ensemble,

Intermediate Ensemble, Senior Ensemble and the WHS Dance Company.

The WHS Dance Company is an opportunity for elite and dedicated dancers to further their skills in dance and performance. In 2016, the WHS Dance Company gained a 1st at Penrith Eisteddfod, were invited to perform at the State Dance Festival, and selected for the Schools Spectacular.

In 2016, all Ensembles competed in the Hawkesbury Eisteddfod and Penrith eisteddfod gaining multiple placings and awards in these events.

Following an external audition process, the Ensembles were selected to perform at the Blue Mountains Nepean Dance Festival, Synergy Public Schools Dance Festival and Schools Spectacular.

In 2016, 2 students selected into the NSW Public Schools State Dance Company, These students have performed at numerous high profile DEC and Public events across the year. Students have the opportunity to perform at school events such as Open Night, HSC Dance Showcase and the annual WHS Dance Showcase.

## **Sport**

Winmalee High School has had a successful year across a wide range of sports in 2016. Sporting achievements this year has followed on from past achievements placing Winmalee High amongst the best performing high schools in the state. There has been strong participation from school carnivals through to CHS level which is a reflection of the high level of aspiration Winmalee High School students have to succeed at the highest level.

Students have successfully competed in the sports of Athletics, Basketball, Cricket, Cross Country, Gymnastics, Netball, Rugby Union, Rugby League, Snow Sports, Soccer, Swimming, Tennis, Touch Football, Trampolining, Triathlon and Water-Polo. This range of sports highlights the diverse skills Winmalee High School students possess, and the willingness of teachers to give up their own time to provide the students as many sporting opportunities as possible to participate and to succeed.

Within the Nepean Zone we were the most successful school leading the points score in all three major carnivals i.e. Swimming, Cross Country, Athletics achieving the number one school position in the Nepean Zone.

## **Athletics**

Our athletics carnival was held at Tom Hunter Oval and it was a very successful day. Our students ran, jumped and threw well providing a very strong team to represent the school at the Zone Carnival. At the zone carnival, the school had the champion boys team and the champion girls team resulting in being the overall winner of the zone title. We had a number of athletes progress through to the Sydney West and the CHS

carnival for athletics.

## **Cross Country**

Winmalee High had success across all Cross Country carnivals throughout the year. We had a great turn out for the Zone carnival held at Glenbrook and had some impressive results with athletes progressing through to the Sydney West Carnival. Some good results saw athletes competing at the CHS carnival.

## **Swimming**

Winmalee had another very successful year in the swimming pool with a large number of students representing the school, Zone, Sydney West, CHS and National carnivals. We were placed 1st in the zone carnival winning both the boys and girls points score and we were also the champion school winning the overall points score and the girls point score at the Sydney West Carnival.

## **Knockout sports**

Winmalee High School participated in a variety of knockout competitions all with varying results.

Students across all year groups were able to participate and compete against other schools in a variety of competitions where they developed a variety of skills both physical and social.

## **Zone/Sydney West/CHS Representation**

We had over 100 students across 22 sports represent our school in higher honours. Many students were involved in team sports representing the Sydney West Sports Association and we had some of these students winning gold medals in their sports.

## **Ski Racing**

Ski racing saw a squad of 50 students represent the school at Thredbo against the well funded private schools of NSW of whom many have full time coaches. We had a strong contingent of students represent at the National level.

## **Major sporting awards**

The Junior Sportswoman and Junior Sportsman awards are given to those younger students who have displayed skill, teamwork and sportsmanship across a variety of pursuits. The winner of the Junior Sportswoman Achievement award was Lillian Patterson. The Junior Sportsman Achievement award was presented to Michael Bettencourt.

The Sportswoman of the Year for 2016 was awarded to Eloise Trotter. Eloise has been an all round athlete competing in a variety of sports all at the highest level and representing Sydney West in two sports this year – Swimming and Cross Country. She was also placed highly in the All Schools Triathlon Championships.

The Sportsman of the Year was awarded to Zac Grima

due to his outstanding contribution to a wide variety of sports in 2016. Zac represented Sydney West at both Athletics and Cross Country and was part of a variety of school teams.

The teachers at the school are to be thanked and congratulated for their assistance in coaching and/or managing our sporting teams this year and for all of the effort they have put into making sport at Winmalee High School an enjoyable experience for our students. The students, as well, are to be congratulated for choosing to participate in a sporting team or event this year. A big thank you is extended all of the parents who have assisted with transporting our students to their various sporting events/commitments for the school. Without their assistance it would be impossible to have such a high level of participation by our students nor the quality results we gain.

## **Rugby**

Winmalee had a reduced rugby program this year. There was a reduction in numbers in people being involved.

With rugby league, Winmalee took part in the U/16's Mark Geyer Cup. In previous years, Winmalee has had success in this competition. The students did not have such success in regards to results, but they were willing participants who were always supportive of each other.

Winmalee also entered two teams in 9-a-side rugby league competitions. The school entered a Year 7 and a Year 8 team and both squads really enjoyed themselves. The year 8 side struggled for results, but always seemed to run out of time before their comebacks put them in front. They finished every game strongly. The Year 7 side had a lot of success and were complimented by other coaches for their ability and fairness. They lost only one game, and that was by two points to the team that eventually won the carnival.

With rugby union, Winmalee did not take part in any competitions. However, a group of girls did participate in Rugby 7's development days. With the success of the Womens' 7's team at the Rio Olympics, women's rugby is set to become really popular and Winmalee has had girl's rugby teams for 10 years now. Nick Mahoney also attended the Sydney West, Rugby Unions Trials, but was not selected for the final squad.

## **Taekwondo**

The Winmalee Wasps Taekwondo Team of 18 taekwondo players competed at the 2016 NSW All Schools Taekwondo Championships in September 2016 with excellent results all around. This is a full contact taekwondo sparring competition. This year was the 25th NSW All Schools Taekwondo Tournament and it was held at St Ignatius' College, Riverview, with over 70 schools entered and approximately 275 competitors in total. This is the 8th year that Winmalee High has entered a team in this major event in which most competitors come from private schools in the greater Sydney area.

The excellent taekwondo sparring skills and the competitive spirit displayed by all of Winmalee's team members in each of their matches resulted in a total of 9 GOLD Medals, 6 SILVER Medals and 3 Bronze Medals. Australian Taekwondo accredited coach and teacher at the school, Mr Verstegen, was very impressed with the way in which all of the Winmalee Team competed with the utmost respect and sportsmanship. The team was also coached by Nicholas Verstegen (ex-student Year 12, 2013).

The Winmalee Wasps team has continued their excellent overall results and was placed 1st in the state for the Team Averages Trophy (which is very hard to do and an awesome result with a team of 18 players as it is easier to win the team average trophy with the minimum number of 5 players that are required for a school team). The points for this trophy are based on the average medal points for the team; with each gold medal being worth 3 points, silver medals 2 points and bronze medals worth 1 point. Winmalee High has won this trophy in three of the last eight years that we have entered a team in these championships. Additionally, in the Overall Points Trophy, Winmalee High came 2nd in the state, narrowly beaten by Sydney Grammar. Over the last 8 years, Winmalee's team has now been placed; 1st (three times), 2nd (once) and 3rd (four times). The Individual Student Match Results for 2016 are as follows: Year 7 – Lachlan McGrath – Yellow Belt Junior Male Division – Bronze Medal; Matthew Curtis – Yellow Belt Junior Male Division – Gold Medal; Luke Stathakis – Red Belt Junior Male Division – Bronze Medal; Cleo Price – Red Belt Junior Female Division – Gold Medal. Year 8 – Jake Quirk – Yellow Belt Junior Male Division – Silver Medal; Marcus Kearns – Blue Belt Junior Male Division – Gold Medal; Lilyann Partridge – Blue Belt Junior Female Division – Gold Medal; Aaron Stubbs – Black Belt Junior Male Division – Gold Medal. Year 9 – James Schuler – Yellow Belt Intermediate Male Division – Bronze Medal; Jemma Price – Yellow Belt Intermediate Female Division – Silver Medal; Adam Richardson – Black Belt Intermediate Male Division – Gold Medal; Siobhan Harrison – Black Belt Intermediate Female Division – Gold Medal. Year 10 – Ben MacCormick – Yellow Belt Intermediate Male Division – Silver Medal; Adam Roth – Red Belt Intermediate Male Division – Silver Medal; Anniejayn Caville – Red Belt Intermediate Female Division – Silver Medal; Marcus Harrison – Black Belt Intermediate Male Division – Silver Medal. Year 11 – Dylan Schuler – Blue Belt Senior Male Division – Gold Medal; Hugh Ward – Red Belt Senior Male Division – Gold Medal

## **Curious Minds Program for Girls in STEM**

Eloise Dennis, in Year 9, was one of fifty-four schoolgirls from 25 regional towns and every capital city across Australia accepted into the Curious Minds learning and mentoring program for girls in science, technology, engineering and mathematics (STEM). The Curious Minds program exposes participants to outstanding female role models working in a variety of STEM fields. Each schoolgirl is matched with a mentor drawn from a pool of more than 120 women working in science, industry and engineering fields. The girls

participate in a six month long project with their mentors and attend two residential science camps at the University of New South Wales (UNSW) during 2016 and 2017.

### **Robotics Club**

This year we ran a robotics club centred on participating in the First Lego League inter-schools STEM-based competition. We entered two teams, from Year 7 and Year 10. Both teams were commended for their thoughtful and creative presentations and original software solutions. Toward the end of the year, students started a drone project. They developed flying skills in a safe environment and practiced maintaining and fixing their drones.

### **digIT Program in Information and Communication Technology**

Ethan Powell, in Year 8, and Julian Curmi, in Year 9, were both accepted into the digIT Program in Information and Communication Technology. This is a six-month program that combines two residential camps and a mentoring program at Macquarie University. The camps, during 2016 and 2017, enable highly capable students to explore all aspects of Information and Communication Technology, including programming through guest lectures, interactive sessions, practicals and field trips. The mentoring program sees students matched with a mentor recruited from a variety of ICT backgrounds.