

Winmalee High School Annual Report



2018



8573

Introduction

The Annual Report for **2018** 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

winmalee-h.school@det.nsw.edu.au

4754 2822

Message from the school community

Parents and Citizens Report

In 2018, 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 that is possible. The P&C Annual Fundraiser in 2018 for the second year running was Comedy for a Cause, through listening to feedback from the previous year the show was more tailored to the audience and great night with fun and laughter was had by all. The catering that was provided by the senior hospitality students was of professional calibre as always and positive feedback was given. An amount of \$400 was donated to the Hospitality department for their help in catering for the P&C fundraiser event.

The P&C ventured into a different area of fundraising in 2018 combining with the school's 'War on Waste' Winmalee High P&C applied to be listed as a charity on the 'Return and Earn' scheme at the local shopping centre, the application was successful. This has given rise to the opportunity for the school community to demonstrate that they environmentally aware and have contributed to the school's broader goal to reduce the impact of waste while fundraising.

The P&C were able to donate \$15,000 to the school with \$12,000 going towards air-conditioning in the Maths classrooms and \$3,000 towards presentation night. It is hoped that a further donation can be made towards air-conditioning in classrooms in 2019.

The school had a fire in 2018 which saw the music faculty left without their rooms amongst other things, the P&C were able to donate \$1200 to the school, which enabled the music staff to be replaced in order to attend to the insurance claim matters. All of this would not be possible without the efforts of the P&C members and those who support our fundraising efforts.

The Principal of the school Ms Middlebrook is always a keen contributor at our P&C meetings, in the case of her absence there is always an executive from staff present. Ms Middlebrook regularly presents up to date factual information regarding what is happening in the school and surrounding school communities, as well as organising guest presenters to come to our meetings.

Ms Middlebrook has also seen to the involvement of the Student Representative Council having a senior representative come to the meetings, updating the P&C on what the SRC have been doing and what their future plans are. This is a wonderful opportunity for the P&C in understanding issues and topics from the students' perspective. Members find it interesting and informative to find out what issues are of concerns to students. It has aided in the P&C to be able to form a good relationship with the SRC and provides the rise for opportunity for future combined engagements.

Throughout the year P&C members have attended school events such as: Parent information days and evenings, Report Evenings, Meet The Teacher evenings, Presentation Nights, Showcase Events and School Plays. The attendance at the

events it not just to publicise our activities and try to recruit new members but to show our support to the students and teachers of our school. Winmalee High P&C remain an active entity within the school and look forward to engaging and working once again closely with the school and the community in 2019 in order to provide as much opportunity as our combined efforts can for the students.

Message from the students

Student Representative Council (SRC)

Our dedicated Winmalee High School SRC is a body of student representatives selected from each year group. In 2018 they were ably led by the School Captains Hayley Borg and Louis TeBay, Vice Captains Molly Cameron and Liam Clifford and the Prefects.

Students have spoken for their fellow students on issues of concern; be active in the running of events at the school, such as Harmony Day encouraging acceptance of difference for any reason including race and culture; Wear It Purple which promotes inclusion and acceptance of gender and sexual diversity; and RUOK Day where students lead the conversation on mental health, asking Are you OK?

The SRC have driven initiatives to improve the school environment; represent the school at community events, such as the ANZAC Day march and organised fund raising activities to support charities such as Destiny Rescue, the RSPCA and the Leukaemia Foundation – Shave for a Cure was a very successful event. The generosity of our students and staff in supporting and giving to those less fortunate than themselves is one of the great qualities of our school and its community.

Students in the Council had an opportunities to lead by example and display their leadership qualities through speaking at year meetings, chairing school assemblies, reporting to the P & C and attending leadership seminars.

Over the past 5 years, Winmalee High School has celebrated the resilience of our local and school community through the whole school celebrations of 'Spirit Week'. This year, as part of our focus on Positive Education, Spirit Week was renamed 'Winmalee Week' and each day during this week focused on 'Winmalee Ways to Wellbeing.' It was designed to encourage students to put into practice the PERMAH approach to wellbeing. (Positive emotions, Engagement, positive Relationships, Meaning, Accomplishment and Health).

Winmalee Week culminated with Spirit Day where students participated in a range of activities such as laser tag, bubble soccer, escape room and just dance competitions. The day ended with a Colour Run including an obstacle course that demonstrated all the pillars of PERMAH.

School background

School vision statement

Winmalee High School is a Positive Education school which 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 can discover how they are creative and intelligent and enhance their wellbeing through an 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 consistent effort, continued persistence and deliberate practice.

School context

Winmalee High School is a public co-educational Year 7–12 High School situated in the Blue Mountains. The school has 870 enrolments, with 31 Aboriginal students and 60 students from Language Backgrounds Other Than English. The school has 59.2 teaching staff, 10.8 non-teaching staff and 12 support staff. Winmalee High School is a Positive Education school, developing resilient learners and young people prepared for the future. The school implements Positive Behaviour for Learning, encouraging all community members to take 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 courses with 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 Award/Program, community service, visual, creative and performing arts and sport programs. The school has a strong learning and support team with a Learning and Homework Hub.

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 using the School Excellence Framework. 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.

This is the first time that **Winmalee High School** has assessed itself against this new School Excellence Framework.

Learning Domain: Learning culture

High Expectations is rated at sustaining and growing. Teachers are committed to helping students to improve. The adoption of the philosophy of a growth mindset by the whole school has set the foundations for high expectations. The criteria for growth mindset includes taking risks, accepting and applying feedback, deliberate practice and perseverance. At the core aptitudes for Growth Mindset are effort and hard work. A growth mindset is about believing that you can improve your abilities – make mistakes along the way, learning from mistakes and learning that you may not get it right 'yet'. Students are recognised for adopting this attitude and the related behaviours to their learning. It is known that individuals with a growth mindset are more likely to succeed at school and in life. Teachers have reported a 60% increase in their frequency of use of the language of growth mindset in the classroom. 92% of students surveyed know the behaviours expected. Further work will occur in this area.

Transitions and continuity of learning is rated at excelling. Strong transition programs exist for Year 6 into 7 with all high needs students having an ILP before they arrive on Day One. Staff are fully aware of the best way to support students in their learning and wellbeing. PBL lessons occur in the first two weeks to orientate Year 7 to the behavioural expectations and cultural ethos of the school. Students disengaging with learning by Year 9 are provided alternative programs to support a pathway to work or TAFE. Year 10 students looking to transition to work have the opportunity to participate in an Apprenticeship Mentoring Program in Semester 1 and Cert II Construction course in Semester 2. Work placement and experience is sought for students as needed. The Careers Adviser works closely with families and their child/ren to find a suitable career or education pathway. New partnerships are forming with Links to learning, Novability and Platform Services. The LaST works with NDIS providers to assist students with disabilities to set up post school pathways.

Attendance is rated as sustaining and growing. The motto is 'Attendance Matters'. The Learning and Support team including Year Advisers and DPs work closely with the HT Administration to monitor and analyse student attendance and determine the best approach to improve a child's attendance. Students of concern or students at risk are regularly referred to the HSLO and a plan of return created in consultation with the HT Administration.

Learning Domain: Wellbeing

Caring for students and individual learning needs are rated as sustaining and growing. Students within classes and year groups are closely monitored in terms of learning and wellbeing. Students are case managed either for learning support, or health and safety reasons. Over 110 students have individual learning plans and 31 Personal Learning pathways. The Learning Hub provides support to students who require additional learning support e.g. extra time in tests, assistance to read and scribe, a quiet setting, assessment support, preparing for tests. The LST are an integral team in identifying, case managing and supporting students.

A planned approach to wellbeing is rated as sustaining and growing. Data relating to wellbeing and engagement were low in the Tell Them from Me survey data. The school moved to become a positive education school which means efforts are focused upon developing students who can effectively cope with the stresses of learning and life, are fruitful and productive in their lives and contribute to their community. The school adopted the PERMAH model with the pillars being Positive Emotions, Positive Engagement, Positive Relationships, Meaning and Purpose, Achievement/Accomplishment and Health. This pillars frame all school programs and activities where the benefits are defined according to PERMAH.

Behaviour is rated as sustaining and growing and is moving toward excelling. A Positive Behaviour for Learning approach is used to foster a positive learning environment where learning can thrive. This works in conjunction with Positive Education. A recent survey showed that the school is excelling at implementing this model of support. Systems are explicitly, consistently and supportively applied across the school by a majority of staff. At the core of expectations around behaviour are respectful relationships between staff and students.

Learning Domain: Curriculum are consistently rated as sustaining and growing.

Curriculum Provision – the school offers a breadth of curriculum and reviews this regularly to meet the needs of its students. There is ongoing reflection from teachers when reviewing teaching practices and determining effective ways to

assist students to develop their skills. This is evident in the literacy strategies being used. The school monitors curriculum provision to cater for all students including those requiring additional support, those seeking a pathway to work or further education including TAFE and university.

Teaching and learning programs have been continually improved to ensure they reflect syllabuses in terms of what students should know, understand and be able to do. A recent audit indicated that most courses have a relatively clear alignment between the scope and sequence, the assessment schedule, the teaching and learning program and assessment. Further work is occurring in this area to improve the quality of programs including they include whole school priorities to support literacy skills.

Differentiation occurs across the whole school. The priority of learning and assessment is to ensure that all students can demonstrate what they know, understand and can do and that they are able to access the task. Teachers are familiar with ways to adjust learning to support students with learning difficulties and students with special learning needs. This mostly requires the application of strategies applied from ILPs and PLPs. Assessment tasks are expected to be written using verbs of increasing difficulty from NESA's glossary of terms e.g. outline/define, describe, explain, analyse and evaluate. This ensures a range of students can access and be challenged by the tasks. Scaffolds or graphic organisers are provided when needed to support students.

Learning Domain: Assessment – The school is sitting in sustaining and growing for all of the learning domain: **formative assessment, summative assessment, student engagement and whole school monitoring of student learning.**

There is increasing evidence that teachers are using formative assessment to inform their teaching. This includes pre-testing, quizzes, journal writing, logbooks and collection points during units of work. Teachers are making effective use of online data to capture information about student learning and to inform future directions. Teachers across the school consistently provide the criteria for success in assessments with students. They provide access to a range of students by differentiating assessment task, providing scaffolds and work samples to develop student understanding of expectations. Task feedback on student work is explicit and in the majority of cases, is timely. Teachers have increased the practice of bench marking to ensure consistency in teacher judgement. Progress has been made in analysing both external and internal data to identify student progress. Strategies including ALARM, adopting strategies suggested in ILPs, differentiating and modifying tasks has occurred as a result of this information.

Learning Domain: Reporting is consistently rated as sustaining and growing for **whole school reporting, student reports and parent engagement.**

The school uses a centralised system for collecting, analysing and reporting student and school performance. Reports include academic, non academic and cross curricula information. Students showing academic excellence (As, Bs plus have Consistently in PBL profile) in their report are recognised at a special breakfast called Recognition of Student Excellence (RoSE) breakfast. The report has been expanded to show the mindset of students as learners. Students with a growth mindset are recognised at the RoSE breakfast as well. Year 7 showed growth from 44 students demonstrating a growth mindset in their courses to 71 students by the end of the year. Letters of Recognition are sent home to students who have performed well across a majority of courses and to those who have shown improvement. This information is used to report performance and for future planning. Report comments support students to know what they did well, areas for improvement and strategies to improve. Regular opportunities are provided to allow parents to seek feedback on student progress including Parent Teacher Interviews, Interim reports, meet the teacher, RoSE Breakfasts as well as through communication streams such as the school's official Facebook page, Tell Them from Me survey, Sentral emails and Skoolbag.

Learning Domain: Student performance measures is rated at delivering according to value added data. Reading has seen significant improvement for students in Year 9 compared to Year 7 results with a 37% growth. Over 90% of students achieve at or above the national minimum standard. Explicit planning occurs for students on Individual Learning Plans and for those below expected growth. These students are provided explicit support to enable them to meet the HSC minimum standard for literacy and numeracy in Year 10.

Teaching Domain: Effective classroom practice

Lesson planning – The school is sustaining and growing according to the definition of this area. Staff collaborate within faculties and share curriculum knowledge, data and feedback about student progress. Teachers make use of evidence based programs and lessons including adjusting their teaching and learning to support and accommodate student needs; feedback is provided to be applied and encourages improvement.

Explicit teaching is sustaining and growing. Teachers have worked hard to develop their skills for teaching Super 6 reading strategies and ALARM. The school used a whole school approach to ensure that these strategies were effectively implemented in their teaching. Teachers use the modelled and guided then independent tiered approach to teaching to support students to understand the meaning of key glossary terms in a response e.g. define, describe, explain, analyse. This applies particularly to ALARM – a learning and response matrix.

Feedback is sustaining and growing. Teachers have participated in professional learning and understand the importance of explicit, specific and timely feedback. During formative assessment teachers under a growth mindset framework provide feedback on student learning in terms of the processes used and the amount of progress made, and advice on how to improve further rather than simply praising the outcome or talent of the student. Detailed feedback is also provided to students on formal assessments.

Classroom management is at sustaining and growing. The school uses a school-wide PBL approach to classroom management. It has clearly defined expectations for all settings. This is used in combination with a 'above and below' the line list of behaviours and a choice theory approach in which we believe that every person is in charge of themselves and their choices, and must take responsibility for the related consequences. Teachers have improved their skills in assisting students to manage themselves, allowing for a supportive and productive classroom. Teachers effectively use the contract system within their faculties to ensure the focus is on learning and set clear expectations for behaviour.

Teaching Domain: Data skills and use

Data literacy is delivering. Staff have completed Scout training and use data to analyse the literacy and numeracy skills of their students. They use this data to inform their teaching practice, in particular to make decisions about the students who require differentiation in learning and assessment. ILPs confirm the types of strategies that are best to accommodate students experiencing learning difficulty. In addition teachers of senior classes access the Results Analysis Package through the school online site in order to analyse HSC results and examination data. Results from class and year group assessments are analysed to see students of concern and areas in which explicit support is needed.

Data analysis is sustaining and growing. The Learning and Support team, in particular the LaST and DPs identify students who are not performing to a minimum standard in external testing. This informs decisions made about the nature and focus of support. Learning support is provided to students in Year 8 and 10 who are not meeting minimum standards and require additional support through regular access to the Learning Hub and additional coaching. Classroom teachers identify students who require more individualised support and refer them to the learning or LST. Use of internal data is increasing, however, more systematic use is required in the future.

Data use in teaching is sustaining and growing. Teachers use a range of external data to inform where their students are at in their learning. Faculties have worked hard to develop consistency of teacher judgement in terms of assessing student learning. All courses collect work samples for assessment tasks A–E levels, so that these can be used to remain consistent in judgement from year to year and inform changes to teaching and learning programs and assessment. This occurs for Year 10, 11 and 12. HSC RAP analysis data is used by teachers to inform their teaching practice. It provides information about the areas in which students are performing well and areas requiring improvement.

Data use in planning is sustaining and growing. Student progress and achievement data informs school planning. This data is shared with the Executive, Staff and P and C. Discussions are held about progress and achievements and areas for improvement. Ideas of how the school plans for improvement is encouraged from all parties. Data around writing continues to show that this is an area for continued focus in learning and assessment. This is occurring through using the strategy, ALARM which is now being implemented from Years 7–12 in learning and assessment. HSC data showed that teachers were effective in moving students out of the lower bands into the middle bands and middle band students were being moved into the upper bands. Data in relation to reading shows significant growth for Year 9 students. .

Teaching Domain: Professional standards

Improvement in practice is rated as sustaining and growing. Whole school priorities are determined and professional learning is specifically planned to support teachers to develop their professional practice. This has occurred for ALARM implemented 7–12 and PERMAH including Growth Mindset. Staff have reflected upon their learning and worked to strengthen their understanding to improve their ability. Other staff have shared their expertise to build the capacity of others. For positive education these are called growth mindset moments.

Accreditation is rated as sustaining and growing. All teachers undertake the PDP process to develop and improve their knowledge, understanding of professional practices and work toward continual improvement. The school aligns this process with whole school priorities. Faculties are to align their activities with school priorities and teachers can choose a personal goal for their third goal. Teachers are encouraged to work at the level within the standards that best reflects what they are doing e.g if they are leading the faculty they are working a highly accomplished. All staff have access to relevant, quality school based registered professional learning which supports the accreditation process.

Literacy and numeracy focus is developing. Teachers have acquired explicit skills to further develop reading and writing skills of students. It has been found that embedding these into programs ensures continuity in teaching these skills and building upon these skills from year to year and stage to stage. Monitoring of programs to ensure this is occurring has been implemented to improve the consistency of approach in teaching literacy. A whole school approach needs to be developed for numeracy where the most appropriate courses teach particular numeracy skills.

Teaching Domain: Learning and development

Collaborative practice and feedback – is rated as sustaining and growing. Teachers regularly discuss effective strategies and work collaboratively within their faculties to develop quality programs for their course or year group and to share ideas that work well. Bench marking within courses occurs to make sure consistency of teacher judgement is applied. Teachers undertake observation of a colleague in the classroom. Observation of teaching practice occurs in a chosen area with feedback provided to improve practice. The focus group for PERMAH constantly collaborate around ways to improve their classroom practices for PERMAH and growth mindset. In staff meetings, teachers share moments in their classroom where PERMAH practices or growth mindset has worked well.

Coaching and mentoring is at delivering. The school delivers an Induction program for new teachers. Beginning teachers prefer lesson relief and are provided explicit support around the annotation process for accreditation. They are observed and provided explicit feedback by senior teachers and are given release time to do this as well. Aspiring HTs are included in The Executive conference and Wellbeing Conferences. This is designed to build capacity of beginning teachers. Further work could occur in relation to develop the skills of aspiring teachers.

Professional learning is rated at growing and sustaining. Teachers engage in professional learning that supports the achievement of whole school priorities, as well as personal professional goals. Teachers have actively shared learning to build their expertise, particularly for new syllabuses. Other speciality teams, e.g. the positive education team, have also worked collaboratively to share learning and build teacher collective efficacy around PERMAH practices.

Expertise and innovation is at sustaining and growing. Staff are encouraged to be part of focus groups aimed at developing interest and expertise in particular areas eg growth mindset and PERMAH. These ideas are then moved to whole of school strategies. Many teachers request the trial of innovative approaches including problem based learning, visible learning and cooperative learning.

Leading Domain

Educational leadership is rated as sustaining and growing. HTs and 2ICs are included in specific professional learning designed to improve professional practice. The aim is to ensure consistency of understanding and implementation around quality scope and sequencing, quality assessment programs, quality teaching and learning programs and quality assessment tasks in practice across the school. Program audits are conducted in relation to the quality of programs and effective implementation of whole school priorities including Super 6 and ALARM. HTs undertake a 360 degree analysis of their educational leadership qualities and developed an action plan to improve their leadership characteristics.

High expectations culture is rated as sustaining and growing. Staff have high expectations of themselves and work hard to improve their own practice. Teachers of HSC courses conduct RAP analysis of HSC results for their course/s to inform their practice and improve student learning outcomes. The leadership team reviews particular teaching practices and works within faculties to improve practice e.g. differentiated assessment tasks designed to accommodate all students.

Performance management development is rated as sustaining and growing. Teaching and non-teaching staff are proactive about improving their performance. HTs indicate that staff are choosing challenging goals for their PDP and are seeking to grow. Professional learning sessions are developed to meet the specific requests of staff to have their improvement needs met.

Community engagement is rated as sustaining and growing. The school has engaged on a number of matters over the year. This includes Tell Them from Me (TTFM) survey, Exit surveys, PERMAH and growth mindset surveys. The P and C each year has school data on student performance shared with them at meetings. Parents/carers are invited to comment on school events structures including Parent/Teacher interviews. New policies are shared with the P and C and emailed to parents for comment where appropriate e.g. anti-bullying. The school shares numerous feeds on their official Facebook page and Skoolbag. Parents have the opportunity to comment or provide feedback.

Leading Domain: School Planning Implementation and Reporting

Continuous improvement is rated as sustaining and growing. Whole school improvement is implemented and monitored at a faculty level. PDPs are expected to be aligned to school priorities and faculty priorities with one career or personal goal. Each year external data is examined to see the impact of change and is presented to executive and then staff. Staff are invited to share anecdotal evidence of the impact of change they have witnessed.

School plan is at sustaining and growing. The Executive Team lead the process of school planning and make determinations about the processes and products that are the focus of school activity. These are described in the milestones and related timelines and are shared with staff so that they understand their role in achieving broader school goals. Executive play a key role in the assessment of the SEF. A leadership team comprised of Executive, 2ICs and program leaders were a part of reviewing the school plan to ensure its quality and relevance.

Annual school report is at sustaining and growing. The school has improved its practice around aligning collection of data as evidence of improvements and monitoring of improvements. Professional learning and the resourcing of this is

not supported unless it aligns with the school's priorities and is aimed at improving practice.

Leading Domain: School resources

Staff Deployment is rated as sustaining and growing. The Senior Executive and Executive, make the best use of the expertise of both teaching and non-teaching staff. Staff display a shared responsibility in meeting the needs of students. Teacher time is saved through effective use of non-teaching staff for administration jobs. Management processes are regularly reviewed to ensure best practice. All staff share responsibility and pride in being an effective organisation.

Facilities are rated as sustaining and growing. As much as possible, the leadership team makes creative use of available spaces and within the constraints of the school design. The school provides a variety of learning spaces and is fortunate to have a couple of breakout spaces. The Performing Arts Centre (PAC) is used flexibly for music, dance and drama. Students show great respect for their physical environment. Some spaces are furnished to promote collaboration between students eg. Room 24.

Technology is rated as sustaining and growing. Teachers are making effective use of the broad range of technology available including ipads, laptops, desktops and the online environment. The school has 4 classrooms and 4 Computers on wheels which are used to enhance learning outcomes. An increased proportion of staff are using Learning Apps and learning platforms such as Google classroom and Google Drive.

Community use of facilities is rated as excelling. The school works with community groups to maximise the hiring of facilities. Priority is given to organisations that benefit the local community including students from our school or parents and local community members, eg a local dance studio, local cricket, soccer club and Taekwondo group and BoxFit, Rotary Antique Fair, election events.

Financial Management is rated as sustaining and growing. Finances are managed systematically with well defined processes and practices. All spending requires approval and must be seen to align with faculty and school priorities. A Finance team comprised of multiple Head Teachers and Senior Exec along with the Business Manager and GA share governance.

Leading Domain: Management Practices and Processes

Administrative systems and processes is rated as excelling. The administrative team is highly effective. Systems for managing school administrative tasks are clearly defined and effectively implemented by non-teaching staff. These staff instigate a regular review of processes eg role in evacuation or bushfire evacuation, as they pride themselves on the quality of the work they do.

Service delivery is rated as sustaining and growing. The school has a proud reputation for keeping their community informed of school happenings and matters. Skoolbag is used for attendance and assessment notifications. Facebook provides regular updates of extra curricular and curricular activities and events and important messages on any particular day. Important messages of a more formal concern are communicated through the Sentral email system. Parents are frequent callers by phone and generally find the staff very approachable in relation to discussing matters about their child.

Community satisfaction is rated as sustaining and growing. Recent satisfaction survey indicate that parents are satisfied with the directions the school is taking. Enrolment data shows that an increasing number of private school students are seeking to enrol at the school because of the positive regard the school has in the community.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching and Learning

Purpose

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 inclusive of all; providing opportunities for every student to achieve his/her personal best and improve their literacy and numeracy skills in a challenging and dynamic learning and assessment environment that embraces high expectations and fosters independent learning. To build students' creative, communicative, and collaborative skills to enable them to successfully discover and connect to the community and world around them.

Overall summary of progress

In 2018, the school built upon progress achieved in the further development of quality teaching and learning programs. Preparation for an internal audit team was established and the executive team worked collaboratively after professional support from staff external to the school to develop a set of checklists to guide the audit process. This included checklists for Teaching and Learning programs, Assessments and Scope and Sequences for all courses. Following feedback from a whole school mock audit process, faculties worked in teams to further develop the quality of programs with particular focus on a range of teaching and learning strategies and processes to cater for students with diverse needs. The alignment of relevant and varied assessment was also a focus which will be continued in 2019..

In conjunction with the improvement of existing programs, relevant faculties focused on the implementation of new syllabuses, seeing the development of new programs and related resources. This included syllabuses in English, Mathematics, HSIE, Science, TAS, and PDHPE. Staff attended external professional learning to prepare for new syllabus implementation and program development.

With a focus on embedding explicit teaching and learning strategies into teaching programs, staff shared their practice on how ALARM (A Learning and Response Matrix) was used in lessons to build the writing skills of students in different subjects. Specific strategies were demonstrated and adding explicit resources and teaching and learning activities into programs was modeled. All programs required ALARM strategies to be added at relevant points in the learning to ensure that the skills were embedded into classroom activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal and external data demonstrates value added.	\$20,000	Winmalee High School is defined as Delivering as per the Schools Excellence Framework. The vast majority of students improved upon their NAPLAN performance in the HSC. 13 courses in 2018 were above state average and in the distinguished courses list. 10 courses achieved Band 6 results in the HSC. In NAPLAN,
Quality teaching and learning programs contain a variety of explicit T&L strategies and assessment strategies (formative & summative) capturing evidence of student learning to inform teaching.	\$38000	All courses have a Teaching and Learning program, a Scope and Sequence, Assessment Schedule and Tasks. An increased number of programs include a variety of teaching and learning strategies and include explicit details for teaching writing using ALARM. For syllabuses that are new, programs have been developed in alignment with whole school guidelines which meet NESA expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality teaching and learning programs contain a variety of explicit T&L strategies and assessment strategies (formative & summative) capturing evidence of student learning to inform teaching.		Student work samples collected to demonstrate work quality and alignment with T&L program, assessment and detailed feedback to students.

Next Steps

A proposed audit which will involve broader school teams, building the capacity of staff to further develop a school wide understanding of NESAs requirements, compliance and the components of a quality teaching and learning program.

The ongoing development of Teaching and Learning Programs across all faculties, with a focus on examining the balance of formative and summative assessment and the collaborative sharing of practice around assessment, collecting evidence of learning and applying consistent teacher judgment. This will include feedback to students to support improvement in their learning outcomes.

Whole school Professional Learning Plan to develop relevant, differentiated and timely. Registered professional learning for teachers. Teachers new to the NESAs maintenance process are supported to effectively manage their Teacher Identified Professional Learning and ensure they are working towards maintaining Proficiency. This includes supporting teachers who wish to explore accreditation at higher levels.

Strategic Direction 2

Quality Values and Partnerships

Purpose

To improve communication with the school community, and to provide opportunities for parents and caregivers to engage and participate across the school.

To continue to provide opportunities for all students to participate in school life. To improve student attendance, the cornerstone to school participation and engage students in co-curricular programs in areas of interest and passion. To showcase school wide and individual successes across a range of areas through a range of platforms.

To continue to foster a school community which is founded upon respect for others; embracing inclusivity and a collective sense of belonging. Building on the culture of being an 'upstander' and having a voice on issues that are important in the school, community and beyond the school.

Overall summary of progress

We have developed and maintained numerous partnerships with the community in 2018. Students have participated in a number of activities that support the community and practically demonstrate our commitment to inclusivity. Our Wear It Purple day and Harmony day were coordinated by the SRC and allowed students to celebrate diversity and acceptance.

Due to our connections with the local community, we were again invited to assist with a Seniors Week event at Penrith Lakes. A dozen students travelled down to the lakes to support the Sailability organisation by taking residents from our local aged care facilities for a sail on the lake. Whilst the residents enjoyed an exciting day, our students performed their role with care, respect and a sense of fun. The experience was very positive for all involved and we have been invited back for the third year. This was but one of our community partnerships, a number of examples are outlined.

We continue to support the Shoe Box Project run through the Mountains Youth Services team and the Blue Mountains Refugee Support Group allowing students to share their good fortune and support social justice issues. Winmalee Primary School runs a breakfast program sponsored by the Red Cross two mornings a week. It provides a basic breakfast to students who are likely to skip out of the house without eating much. Our students assist in the setup, serving and cleaning up each morning.

The Schools Industry Partnership (SIP) transition our students with work skill programs and work placement for students at risk of disengaging with school. A number of our Year 11 students found fulltime work and training through SIP in 2018. The Youth Engagement Strategy (YES) program provided by TAFE and SIP has provided further support and opportunities for our students in 2018. Our careers advisor chairs the Nepean Careers Forum ensuring not only our school but other schools in the community maximise opportunities and partnerships with outside agencies. Western Sydney University (WSU) offer mentoring through the creative industries program and support us with our Year 10 Leadership Program and Year 11 Study Skills program. Mountains Youth Services Team (MYST) provide youth mentoring and contribute to the Year 10 leadership program. Baptist Care-Hope Enterprises works with our school and has done for several years offering Hospitality and Horticulture short courses for Year 9 and 10 students. These are just some examples of our ties with the community.

The updated attendance policy and procedure have been implemented in 2018 and have improved accountability in key roles and responsibilities of staff and strengthened communication processes with parents and the community. The Head Teacher- Administration promoted 'Attendance Matters' as a platform promoting aspects of maintaining good attendance and the strong link to successful learning and building positive relationships. This program supports the school wellbeing PERMAH program aimed at increasing student connections to school life and academic success. The school continues to reward exceptional attendance with 95% or above letters to parents and 100% attendance BBQs each semester. The PBL team were able to reward 32 students in Semester 1 for 100% attendance and a further 19 students in Semester 2. The commitment required to meet 100% attendance is not to be understated.

The review of communication with parents and the community found the need to update the school website to remain compliant with disability and multi-lingual provisions. A survey of stakeholders is necessary to ensure our communication platforms best serve the school community. Our school Facebook postings were analysed and more curriculum based postings are needed to balance the extra-curricular posts. Systems are being developed to manage this finding. Skoolbag is used as a parent source for permission notes and assessment tasks, further refinement or an exploration of alternative platforms are necessary. Further development of communication platforms will occur in 2019, including school community access to the school calendar.

There was a whole school focus on recording students' participation in the Sentral activities module to ensure their reports also reflected their efforts outside of the classroom. Further review will occur to examine ways to streamline entry and reduce teacher workload.

Professional Development of staff in understanding growth mindset, developing activities to provide opportunity for student development and measuring achievement in a consistent manner was undertaken by all teaching staff. Positive feedback was reported for professional development activities and it was obvious when reviewing student reports that 95% of staff applied a consistent measure of Growth Mindset achievement. The development of student understanding of Growth Mindset through PBL lessons and classroom teachers in normal classes ensured students knew how to demonstrate Growth Mindset behaviours in class. The implementation of growth mindset reporting in a Learning Profile was accomplished for all years in 2018. One measure of our success was we received very few complaints or questioning of growth mindset achievement on reports by parents.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reports illustrate attendance, Growth Mindset and school life participation.	Budget \$2000 for relief	Rapid progress was made with this improvement measure as it was a key focus of 2018. Reports now highlight attendance, school life is accurately and consistently captured through the Sentral activities module and Growth Mindset is reported through Learning profiles in the reports. Considerable time was spent developing an understanding of Growth Mindset for staff, students and parents.
Improved attendance monitoring systems resulting in attendance rates that are above that of our like schools group.	Budget \$4000 for SASS support and planning support to HT and mentor	HT Administration made a significant effort was made in 2018 to review and develop systems that would improve attendance rates. Policy review and implementation, followed by a targeted approach to identifying and resolving low attendance. The HSLO has continued to work much more closely with the school than previously and the Head Teacher–Administration has taken the lead on this important area of our plan.

Next Steps

Develop a communication plan to ensure our communication with parents and the community best suits their needs. In developing this plan we will survey the community using the DoE 360 Reflection Survey Tool. Using this data we will develop a plan that utilises our existing platforms more effectively or develop new strategies.

Convert our existing website to the DoE website template to increase corporate consistency, multi-lingual access and access for people with a disability.

Maintain and develop community links to both contribute to the community and create positive opportunities for students

Increase the visibility of Aboriginal Education within the school through our students and connecting with outside support to highlight culture amongst all students and provide opportunities for Aboriginal students to flourish.

Maintain and further develop the Growth Mindset approach to enhance learning and self-confidence.

Strategic Direction 3

Positive Education

Purpose

To implement Positive Education across the school and increase wellbeing. This approach will support individuals to realise their own abilities, cope with the normal stresses of life, work productively and make a valuable contribution to their school and community. Positive Education strategies will also provide a safe learning environment in which all students feel included and supported in their learning.

Overall summary of progress

In 2108, the school built upon previous efforts to implement a whole school approach to Positive Education in a number of ways.

Staff further developed their understanding of Growth Mindset and explored ways to encourage Growth Mindset attitude and behaviours in students through the reporting system. A common understanding of what Growth Mindset behaviours looked like in various subjects was used to determine new criteria in the learning profile section of the school report. Staff discussed ways to foster these Growth Mindset behaviours in the classroom and provide learning opportunities to allow students to demonstrate the behaviours.

Student understanding of Growth Mindset behaviours and the new report criteria was developed through a PBL lesson which included a self-assessment of their mindset. Parents and Carers were informed about the changes with concerns being discussed. Later in the year, staff reflected upon the Growth Mindset behaviours and realised that taking risks in learning was a difficult area for students. Students provided feedback through focus groups and staff used this information to reflect and discuss ways to build supportive class cultures and change mindsets to increase student's willingness to take risks in learning. Staff shared how they were teaching and promoting Growth Mindset behaviours with colleagues in staff meetings by describing 'growth mindset moments'.

More broadly, understanding of Positive Education principles and use of Positive Education practices was enhanced and extended. The school website was updated to include a description of Positive Education and the six pillars of wellbeing contained in the PERMAH model being Positive Relationships, Engagement, Meaning and Purpose, Accomplishment and Health. It was felt we need to examine the benefits of existing and new programs in terms of wellbeing. As a result, learning and co-curricular activities were analysed to identify which pillars of wellbeing were addressed by the activity and this was communicated to parents and community via permission notes, the website and social media. Staff also examined ways to develop 'grit' in students and engaged in professional development to build their understanding of this attribute.

An additional focus in the whole school approach to Positive Education was the development of 'Winmalee Ways to Wellbeing'. This involved an analysis of the PERMAH pillars and identification of practical strategies that staff and students could do to enhance their own wellbeing. Staff developed a common understanding of the PERMAH pillars and worked collectively to identify strategies that would assist students. Students in the SRC gave feedback and these strategies were incorporated into Spirit Week activities to build student understanding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school community has an understanding of Positive Education including Growth Mindset and the implications for lifelong learning.	\$12000	Surveys conducted at the end of 2018 demonstrated that: Students 87% of the 190 students surveyed were aware that the school was implementing Positive Education with 67% stating that it was about wellbeing of which 30% reported having a good understanding of Positive Education. 93.5% of students surveyed had heard of the term Growth Mindset in relation to student learning behaviours with 92% knowing the specific

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The school community has an understanding of Positive Education including Growth Mindset and the implications for lifelong learning.</p>		<p>behaviours promoted.</p> <p>In addition, 76% stated that teachers referred to Growth Mindset in the classroom with 55% stating this was often or consistently.</p> <p>Staff</p> <p>Of the 36 teachers that completed the survey, all reported an increase in their understanding of Positive Education with 83% rating it as a good or high level at the end of 2018.</p> <p>70% of staff also rated their understanding of Growth Mindset behaviours as good or high at the end of 2018 and reported a 60% increase in the frequency of use of Growth Mindset language in the classroom.</p> <p>Community</p> <p>82% of the 125 parents surveyed were aware that the school was implementing Positive Education with 69% stating that it was about wellbeing of which 26% reported having a good understanding of the school's approach and it's implications.</p> <p>86% of parents surveyed had heard of the term Growth Mindset in relation to student learning behaviours with 50% knowing the specific behaviours promoted for learning.</p>
<p>Learning opportunities, activities and programs which develop aspects of the Positive Education (PERMAH Model) and Growth Mindset.</p>	<p>\$8,000</p> <p>casual relief, guest speakers, wellbeing, conference, professional learning, electronic and hardcopy resources</p>	<p>At the Wellbeing Conference a large team of staff (25) explored everyday actions align with each PERMAH pillar and actions that support and promote wellbeing. These it was decided are described as 'ways to wellbeing'.</p> <p>Positive Education strategies linked to 'ways to wellbeing' were incorporated into Spirit Week. 61% of parents surveyed were aware of the focus of each day.</p> <p>Permission notes, website and social media posts described how Positive Education was incorporated into learning opportunities, activities and programs. School reports demonstrated how Growth Mindset behaviours were developed in learning situations.</p>

Next Steps

Surveys conducted at the end of 2018 revealed that while the school community had an understanding of Positive Education, however, less was known about the PERMAH model of implementation. In 2019, the school will develop a more thorough understanding of the PERMAH model with students, staff and the school community. This process will involve clarification of the place of Growth Mindset within PERMAH and Positive Education.

Staff and student wellbeing will also be a focus for 2019. Staff will participate in professional learning to understand how the PERMAH model applies in their own lives and help them consider how they might implement the model in their classrooms. Staff will be encouraged to take away practical activities they could adopt and implement within their classes to explicitly develop the wellbeing of their students e.g. reframing thinking, ANTS and PETS and mindfulness. Students will also further develop their understanding of PERMAH through workshops and PBL lessons.

In addition, there will be an increased focus on practical strategies or 'Ways to Wellbeing' that can be implemented by staff and students to assist their own wellbeing. Some of these will be implemented school wide using the PBL system. Explicit practical activities will be called PERMAH practices. At staff meetings, the chairing faculty will be asked to share a Growth mindset or PERMAH moment with the staff at the beginning of the meeting. A focus group will be formed for interested staff to help explore ways of implementing or making sense of the PERMAH model in everyday classrooms.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$19,993 AIME Program; Tuition for literacy and numeracy; SLSO support; Learning Support Programs; Cultural programs and initiatives; Preparation for work program.	Continued development of students understanding and appreciation of their own culture and clearly defined personal goals in terms of literacy, numeracy and social goals. Creating cultural connections with other students in Western Sydney and the Blue Mountains.
English language proficiency	\$7,089 Tuition support for students, especially writing skills and understanding terminology.	Improved confidence in literacy skills and in their ability to improve within their classes as a result. Improved writing skills of participating students.
Low level adjustment for disability	\$198,444 largely used to provide SLSO support; staffing of Learning Hub; Development of ILPs; NCCD preparation; parent participation; special program delivery, transition into high school programs	Improved systems for identifying the learning needs of students. Improved staff understanding of and provision for support for the learning needs of students. Increased participation of parents and students in the development of ILPs. Increased participation of a diversity of students in programs meeting specific needs.
Socio-economic background	\$56,149 Learning Hub additional; Student Equity Assistance; Transition Years 6 into 7; Quicksmart program; Positive behaviour for learning; Cross curricular programs; Student camps/wellbeing programs; Study skills program	Improved systems and support for students transitioning from Year 6 into 7. Improved acknowledgement of students with a growth mindset of students through recognition and reward programs. Improved systems for supporting low SES students – increasing feelings of inclusiveness, access to learning and participating in extra curricular programs.
Support for beginning teachers	\$13,786 Casual relief, provision of planning period.	Support for beginning teacher's induction and professional development guided by the Australian Professional Standards for Teachers. It is available to eligible permanent and temporary teachers.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	430	431	429	429
Girls	455	446	425	445

The school enrolments have now stabilised since the agreement between Principals of Blue Mountains public high schools to apply a consistent approach when determining non-local enrolments. Year 7 enrolments increased slightly in 2018 with 6 classes being created. It is expected that the number of enrolments will remain stable in 2019 as well.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.1	94.6	93.1	93.8
8	92.4	92	91.3	90.8
9	92.8	90.3	90.2	88.9
10	89.5	91.7	89	88
11	87.4	89.5	89.1	85.3
12	90.6	92.6	91	89
All Years	90.9	91.7	90.6	89.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Attendance is above state average across all years at 89.50.

The revised school attendance processes have been implemented to improve monitoring, support and communication to students, parents and families regarding maintaining positive attendance at school. These policies can be found on the school website.

Attendance data shows a slight decline from 90.6 in 2017 to 89.50 in 2018. A contributing factor to this decline may be the strong socioeconomic position of the community where a number of families have taken students out of school for extended holidays. The data also reflects a number of students who were absent for extended periods despite the schools commitment to reengage them to their learning.

An initiative program "Attendance Matters" has been implemented across the school community promoting aspects of maintaining good attendance and the strong link to successful learning and building positive relationships. This program supports the school Wellbeing program aiming to increase student connections to school life and academic success.

The school continues to reward exceptional attendance with 95% or above letters to parents and 100% attendance BBQ's each semester.

The updated attendance policy and procedure have been implemented in 2018 and have improved accountability in key roles and responsibilities of staff and strengthened communication processes with parents and the community.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	11	4
Employment	16	38	24
TAFE entry	6	32	9
University Entry	0	0	49
Other	56	19	2
Unknown	22	0	12

When students indicate that they are leaving information is collected as part of the exit process. In Year 10 there were 18 leavers with the majority being in the 'other' category which signifies they moved to another school because their family left the area. In Year 11, there were 37 leavers. The majority were students who recognised they wanted a work pathway and sought employment or others who recognised their interest was in a particular area, as a result they enrolled in a TAFE course.

Students in Year 12 undertake an exit survey. Not all students could be contacted at the time of this survey. These students are marked as unknown. This data is consistent with previous years with nearly half the cohort interviewed gaining entry to University.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.2
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.88
Other Positions	1

*Full Time Equivalent

The school has 58.4 teachers employed under staffing entitlement. Three teachers identify as having 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	4

Year 12 students undertaking vocational or trade training

Vocational or Trade Training

Hospitality

Hospitality was delivered across 3 training and assessment schedules to 158 students in 8 classes.

There were two classes in Year 12 who completed a Certificate II in Kitchen Operations. 33 students were enrolled in Certificate II in Kitchen Operations with 30 students attaining full certification and 27 attaining dual accreditation HSC qualifications. The Year 12 students were integral in the continuation of the school-based café, @thecaffeinelab, which is industry recognised as a registered HSC accredited work placement.

@thecaffeinelab has allowed students to attain 35 hours of work placement in a safe and respectful learning environment. Students are able to gain a thorough understanding and practical experience of the Hospitality industry from menu selection to kitchen operation skills and further front of house service. This practical experience in conjunction with their Certificate II in Kitchen Operations has seen all students seeking employment in this industry being successful.

In the HSC Examination of the 27 candidates completed the HSC examination for this course. 70.3% of candidates received a Band 4 or 5, which was 15.9% greater than state average. 88.8% of candidates received a Band 3 or above. The average mark for the cohort was 73.52%. In item analysis, 100% of extended structured essay response questions were recorded above state mean.

Cert I Hospitality was delivered to 46 Year 9 students, with 44 students attaining full certification and remaining a Statement of Attainment, gaining competency in mandatory hygiene and work health and safety units and food and beverage electives.

Early commencement of the HSC began for 48 Year 10 students, enrolled in Certificate II in Kitchen Operations, with all achieving a Statement of Attainment. The Year 10 students completed 35 hours of industry standard work placement through the lunch @ the canteen program. This program was developed to allow students to complete the full range of basic methods of cookery, while preparing, supplying and serving the school canteen.

Year 12 students attaining HSC or equivalent vocational education qualification

There were two classes in Year 12 who completed a Certificate II in Kitchen Operations. 33 students were enrolled in Certificate II in Kitchen Operations with 30 students attaining full certification and 27 attaining dual accreditation, which means they sat for their HSC examination in this course as a result gained a HSC qualification plus their certification.

Professional learning and teacher accreditation

In 2018 there was a continued focus on the Professional Learning in the following areas:

- the further development of quality Teaching and Learning for existing programs.
- the development of new Teaching and Learning programs for new syllabuses.
- the integration of ALARM (A Learning and Response Matrix) into stage 4 and 5 programs.
- building the capacity of a team of teachers to refine the School Plan.
- building the capacity of staff in Positive Education, collaboratively developing a reporting system to measure the growth mindset of students.
- development of school-based Registered Professional Learning.
- building the capacity of the school Positive Education Team with targeted professional learning.

Teaching and Learning programs and their development and improvement was a significant focus. Staff participated in faculty specific professional learning which focused on collaboration and sharing expertise to further improve existing Teaching and Learning programs. Through Twilight PL sessions and School Development Day sessions, teams worked to examine the cohesiveness of programs and embed a range of strategies and teaching and learning activities and ensure alignment to the syllabus, outcomes, and assessment.

Staff from a range of faculties attended Professional Learning to build their knowledge and understanding of new syllabuses to be implemented. This included courses in English, Mathematics, Science, TAS, and PDHPE. Staff led teams within their faculties to share information and guide the writing of new programs and the implementation of these new courses.

School Staff meeting time was dedicated to sharing teaching practice around the use of ALARM in Stages 4–6 classrooms. Modelling of teaching resources, lesson outlines and also embedding teaching and learning activities and strategies into the teaching programs occurred. The focus on introducing the ALARM scaffold, relevant verbs and levels appropriate to each Stage was consolidated for teachers.

The annual School Leadership Planning Conference took place with a team of 25 staff coming together to work collaboratively on the School Plan. Teams worked on each Strategic Direction and with guidance worked towards refining the Processes, Products, and Practices. This led to a more streamlined plan with a manageable level of targets for improvement.

The school continued to strengthen its knowledge skills and understanding in Positive Education, with an ongoing focus on Growth Mindset. Staff worked as a school-wide team to design, implement, test and evaluate a whole school measurement tool which was used in School Reports. Staff accessed research, professional reading material, participated in team workshops and discussions to develop this school-wide

system.

Members of the Professional Learning Team worked to design a Registered Professional Learning Program which was delivered to all staff successfully. The course was written for teachers at Winmalee High School with direct links to Strategic Directions in the School Plan. The course was approved and staff completed 6.5 registered hours of Professional Learning.

Members of the Positive Education Team participated in local professional learning facilitated by Blue Mountains City Council. This allowed collaboration with a network of local schools led by an external facilitator. The knowledge of the team was increased, enabling staff to lead specific professional learning at the school as well as inform our future directions in the area of understanding the theory and a range of practices which underpin the PERMAH model.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	629,726
Revenue	10,029,022
Appropriation	8,989,355
Sale of Goods and Services	207,248
Grants and Contributions	819,506
Gain and Loss	0
Other Revenue	3,625
Investment Income	9,289
Expenses	-9,695,627
Recurrent Expenses	-9,695,627
Employee Related	-8,585,230
Operating Expenses	-1,110,396
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	333,396
Balance Carried Forward	963,122

Financial management of the school is the responsibility of the Principal. The Principal is advised by a finance committee whose members include the Deputy Principals, the School Administrative Manager, the General Assistant and Head Teachers.

The Finance Committee regularly meet to create and monitor the school budget. Retained earnings, Consolidated Funding Allocation and all other estimated income are calculated to ascertain funds available for school general operations. Faculties are requested to submit proposals for new and additional programs for the coming year and requests to rollover remaining budget for the consideration of the committee. The committee then calculates a base budget for faculties and ensures the inclusion of all funds that are committed for the financial year.

The P&C provides annual donations to the school from funds raised through their activities. The Canteen was handed back to the school by the P&C on 31 December 2017. It was trialled as a School Operated Canteen in 2018 and proved to be financially viable, bringing additional funds to the school.

Some of the funds carried forward have been used to upgrade the school ovals including installing a new sprinkler system and air-conditioning to five additional classrooms.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	7,838,802
Base Per Capita	165,099
Base Location	0
Other Base	7,673,704
Equity Total	281,675
Equity Aboriginal	19,993
Equity Socio economic	56,149
Equity Language	7,089
Equity Disability	198,444
Targeted Total	319,893
Other Total	110,057
Grand Total	8,550,427

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

Year 8 students who completed the Valid8 examination scored 1.52% better than the state, with 65% of our students obtaining band 4 or better. In this exam, students showed strengths in the 'Extended Responses' and in the 'Knowing and Understanding' components of the course. A focus on explicit teaching using ALARM as well as a strengthening to the Student Research Project have allowed students to maintain strong results as seen in previous years.

Science Competitions

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 2018 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: 26 Winmalee High School students entered the 2018 ICAS Science Competition. Our students achieved excellent results including: 2 High Distinctions, 5 Distinctions, and 11 Credits.

The following students received High Distinctions: Year 9: Nina Manning Year 10: Ethan Powell

The following students received Distinctions:

Year 7: Jordan Traykovski, Padraic Whale

Year 8: Joshua Pyle

Year 9: Elijah Traykovski, Campbell Whale

The following students received Credits:

Year 7: Harriet Wilkinson, Abigail Davidson, Jackson Fitzgerald

Year 9: William Garrett, Aidan Prior

Year 10: Owen Powell, Riley Sell

Year 11: Josephine Prior, Kaitlyn Haydon, Eloise Dennis

Year 12: Lucas Howard

Digital Technologies Competition ICAS: 7 Winmalee High School students from Years 7 to 9 entered the 2018 ICAS Digital Technologies Competition. Our students achieved some very good results including: 1 High Distinction and 2 Credits.

The following student received a High Distinction:

Year 8: Joshua Pyle

The following students received Credits:

Year 7: Declan Power

Year 9: William Garrett

Australian Science Innovations Big Science Competition

Winmalee High School had 22 students from Years 7 to 10 enter 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 at a very high level gaining excellent results including: 8 High Distinctions, 2 Distinctions and 4 Credits.

The following students received High Distinctions:

Year 7: Jordan Traykovski, Padraic Whale

Year 8: Joshua Pyle

Year 9: Elijah Traykovski, Nina Manning, Campbell Whale

Year 10: Riley Sell, Ethan Powell

The following students received Distinctions:

Year 9: Hamish Thomas, William Garrett

The following students received Credits:

Year 7: Zoe Leach, Chelsea Borg

Year 9: Jake McLenaghan

Year 10: Owen Powell,

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.

12 Winmalee High School students entered the 2018 R.A.C.I. Australian National Chemistry Quiz achieving excellent results that included: 1 High Distinction Excellence, 4 Distinctions and one Credit Certificate. Ethan Powell in Year 10 received the High Distinction

Excellence award being in the top 1% of Australian students. Joshua Pyle in Year 8, William Garrett and Elijah Traykovski in Year 9 and Riley Sell in Year 10 achieved Distinction Certificates. Jordan Traykovski in Year 7 was awarded the Credit Certificate.

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.

20 Winmalee High School students entered the 2018 CAT Competition. Our students achieved very good results including: 1 High Distinction, 2 Distinctions and 7 Credits.

Hamish Thomas, in Year 9, achieved a High Distinction Award.

The following students received Distinctions:

Year 9: Elijah Traykovski

Year 12: Lucas Howard

The following students received Credits:

Year 7: Jordan Traykovski, Padraic Whale

Year 8: Joshua Pyle

Year 9: Jake McLenaghan

Year 10: Ethan Powell

Year 11: Eloise Dennis, Kaitlyn Haydon

Gifted And Talented Discovery Program Qualifying Examination

The Gifted and Talented Discovery Program, run by The University of Sydney, takes students beyond the science that is covered at school. Talented science students in Year 8 or 9 are given the opportunity to complete the Gifted and Talented Discovery Program Qualifying Examination, with the top 10% from across Australia being invited to attend the 4 day discovery program at The University of Sydney. At the end of 2017, 29 Year 8 and Year 9 students attempted the examination and five of these students were offered places in the program in 2018. Two of these students, Ethan Powell and Riley Sell were in Year 10 and three of the students, Ryan Kembrey, Nina Manning, and Elijah Traykovski were in Year 9 in 2018. The students attended the program in July and had the opportunity to engage with University teaching staff and current researchers, access first-class facilities and make friends with people who have a mutual interest in science. The individual student's ranks out of

approximately 2000 students in the qualifying examination were as follows: Ethan Powell was ranked 23rd, in the top 0.9%; Riley Sell ranked 46th, in the top 1.8%; Ryan Kembrey also ranked 46th, in the top 1.8%; Nina Manning ranked 99th, in the top 4%; and Elijah Traykovski was also ranked 99th, in the top 4%.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 7 NAPLAN

Grammar and punctuation

90% of students are above the National Minimum Standard for Grammar and Punctuation.

The majority of students achieved bands 6, 7 and 8 with the percentage of students in these bands at 68.6%. In 2018 there was an increase in the percentage of students in the top two bands with 25.4% in 2018 compared to 22.1% in 2017.

Reading

In 2018, 96.4% 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 three Bands (64.2%). The number of students in the lower bands is still significantly low with the majority of students achieving a Band 6 and 7. 35.1% of Year 7 students achieved proficiency (a result in the top two Bands) with 10.3% in Band 9 which is consistent with the school average.

Spelling

32.5% of Year 7 students achieved 'at proficiency' defined as being in the top 2 bands for spelling. This is an increase of 5.6% for from the previous years' results. 5.9% of students were below the National Minimum standard for Spelling. There has been a slight increase in the percentage of students in the bottom 2 bands for spelling. The percentage of students achieving in bands 6–8 has remained consistent as a school average, however, there is growth in the percentage of students in band 9 in Spelling in 2018.

Writing

In Year 7 the bottom three bands have remained consistent while Band 4s have decreased by 3%. Bands 8 and 9 have increased by 1.9% when compared to the school average. The middle band

results are concerning as although Band 5 has increased by 4.3%, Bands 6 and 7 have decreased by 6%. This suggests that students in the middle range need to have explicit writing scaffolds/activities provided in all classrooms. Our school wide implementation of ALARM will serve to strengthen students' ability in this area.

Year 9 NAPLAN

Grammar and punctuation

There were no students in the bottom three bands and 57.4% of students in the top three bands, with a significant increase in Bands 8 and 9. 92.2% of students met the National Minimum Standard for Grammar and Punctuation, consistent with previous years.

Reading

In reading, 98.6% of Year 9 were at or above the National Minimum Standard (NMS). There has been an increase of students out of the lower bands into the mid to high ranges (Bands 7, 8 and 9) rising from a school average of 62.2% to 68.7%. There has been an increase of students out of the lower bands into the mid to high ranges (Bands 7, 8 and 9) rising from a school average of 62.2% to 68.7%. Only 1.4% of students remain below the National Minimum Standard.

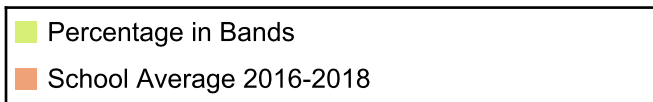
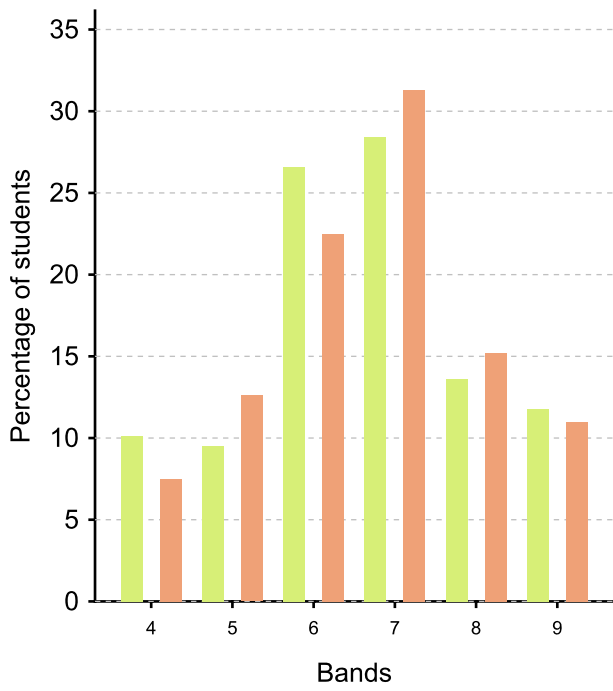
Spelling

The number of students in the top two bands has increased by 2.5% in terms of the school average with 23.7% of students in these bands. 79.3% of students are meeting National Minimum Standards for Spelling. The percentage of students meeting NMS remains consistent, however, there is growth in the percentage of students achieving Band 9 compared to the school average.

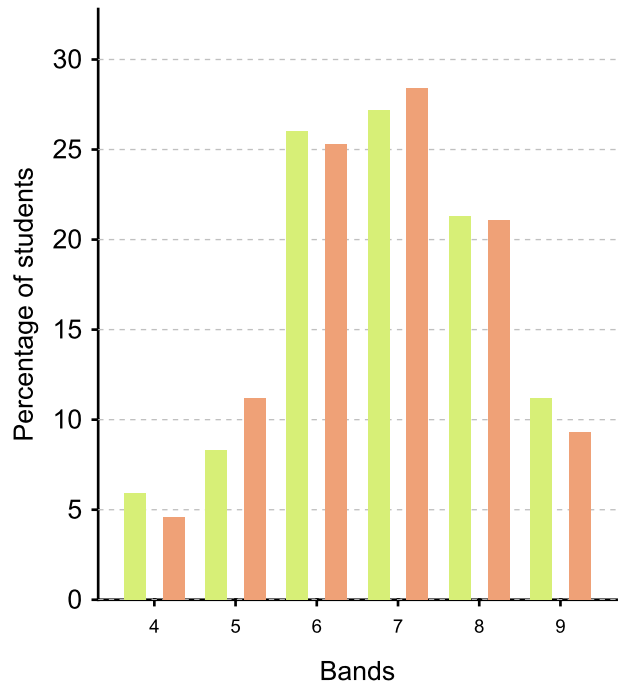
Writing

In Year 9 the bottom four bands have remained the consistent and we have also maintained a level of consistency in the top three bands. The middle bands have seen a slight decrease of 5.5% overall, however, there has been an improvement of 2% in Band 7s.

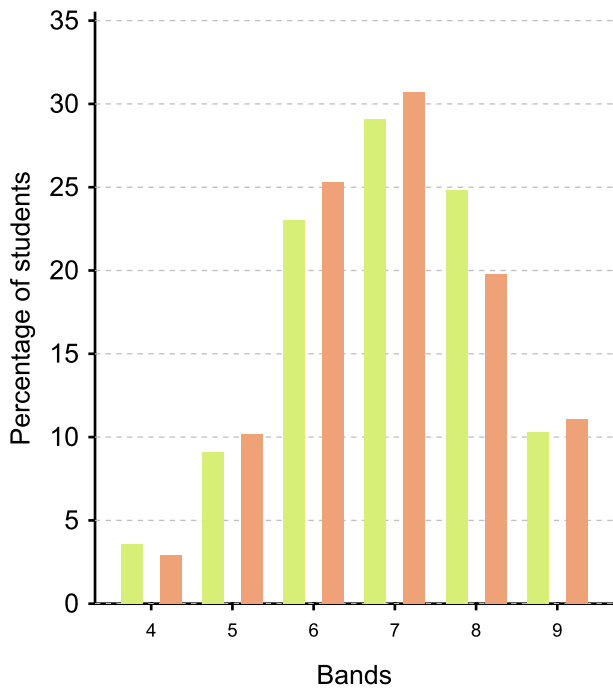
Percentage in bands:
Year 7 Grammar & Punctuation



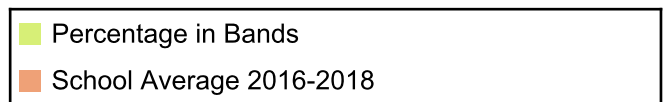
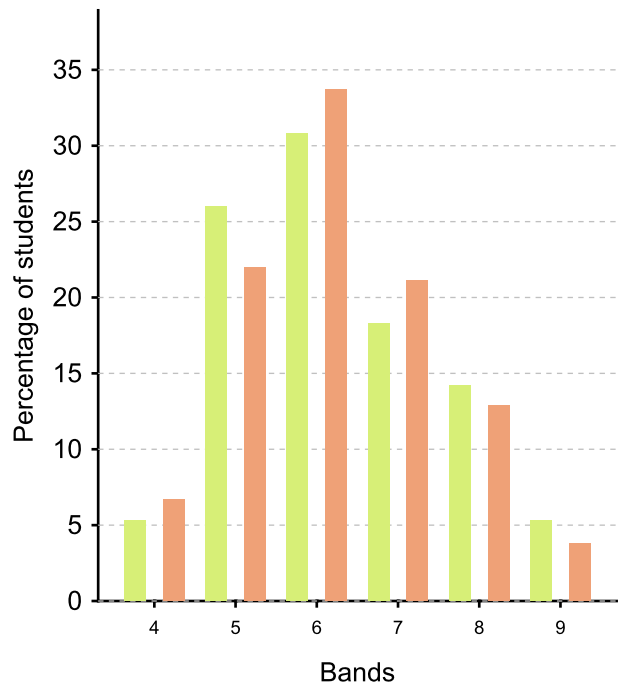
Percentage in bands:
Year 7 Spelling



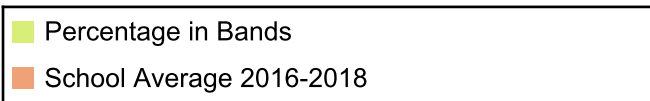
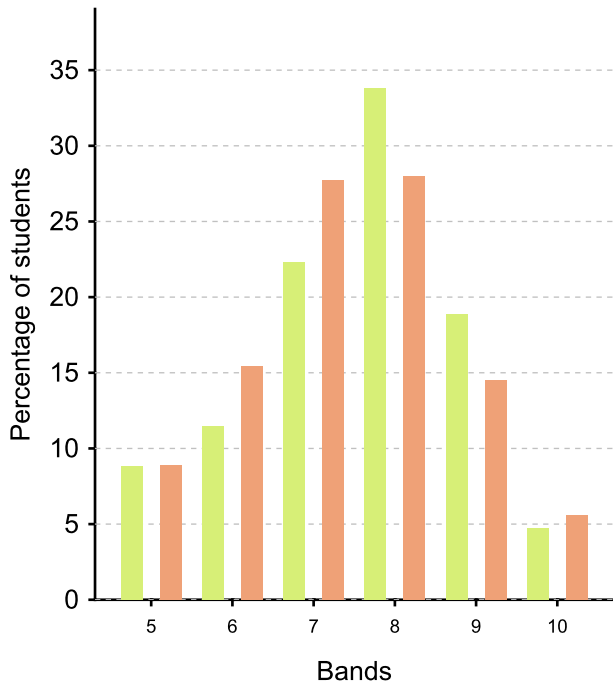
Percentage in bands:
Year 7 Reading



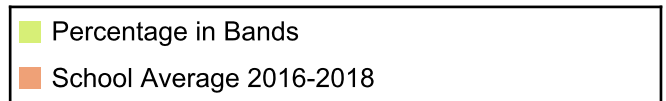
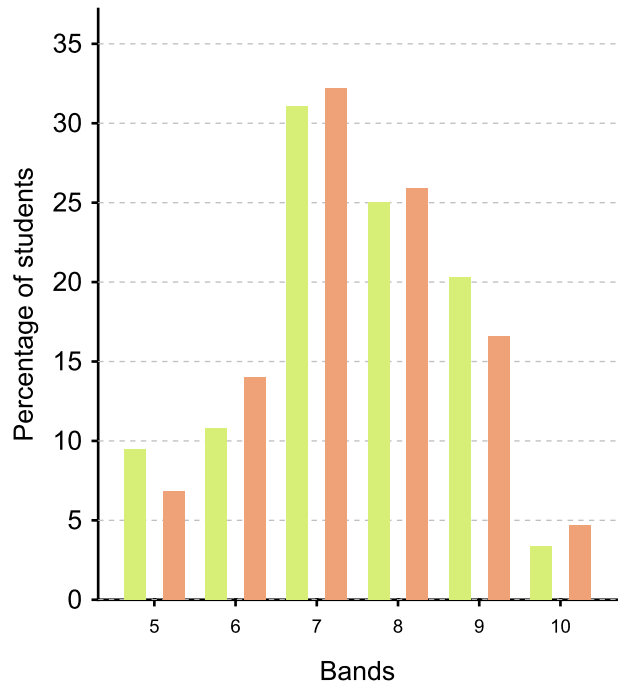
Percentage in bands:
Year 7 Writing



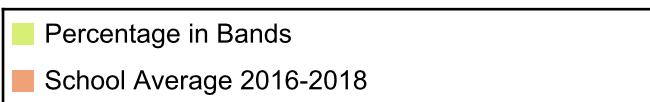
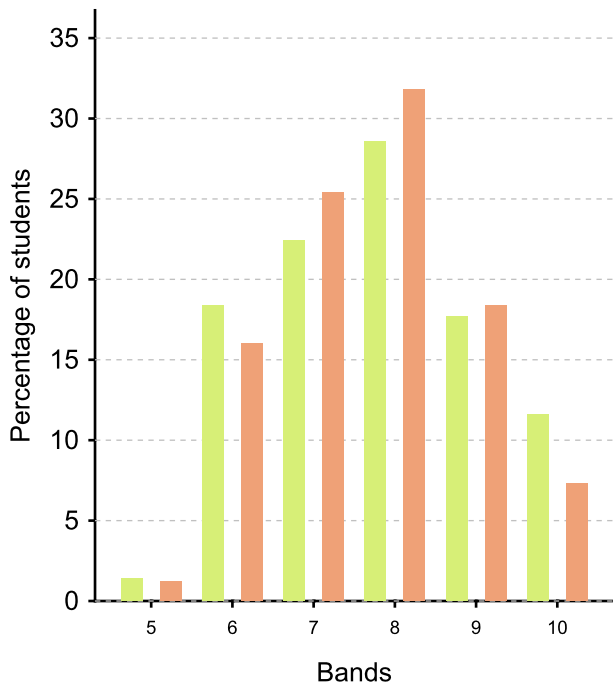
Percentage in bands:
Year 9 Grammar & Punctuation



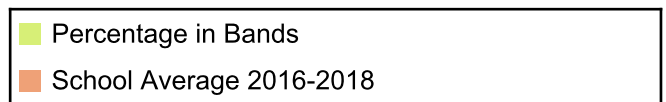
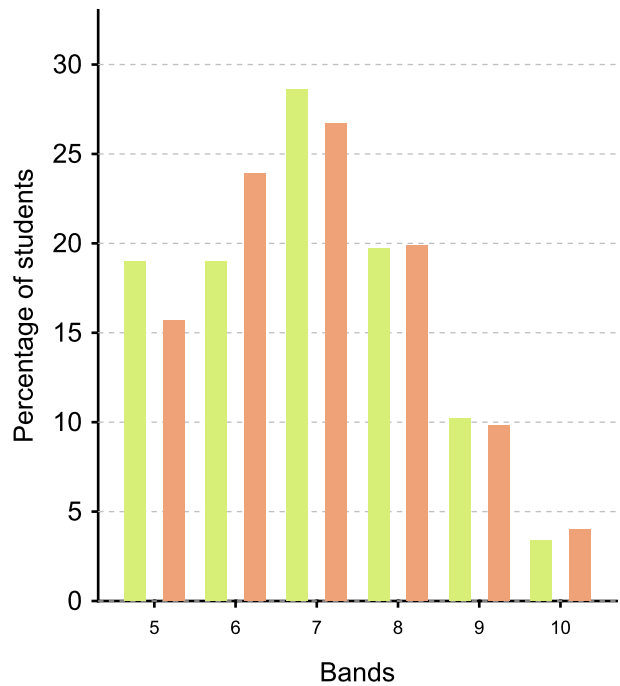
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



Year 7 Numeracy

The percentage of student in the top two bands remained consistent with average for 2016–2018 at 23.6% in these bands. Fewer students are in the bottom two bands with a 4.5% decrease. 99.4% of students are above the national minimum standard.

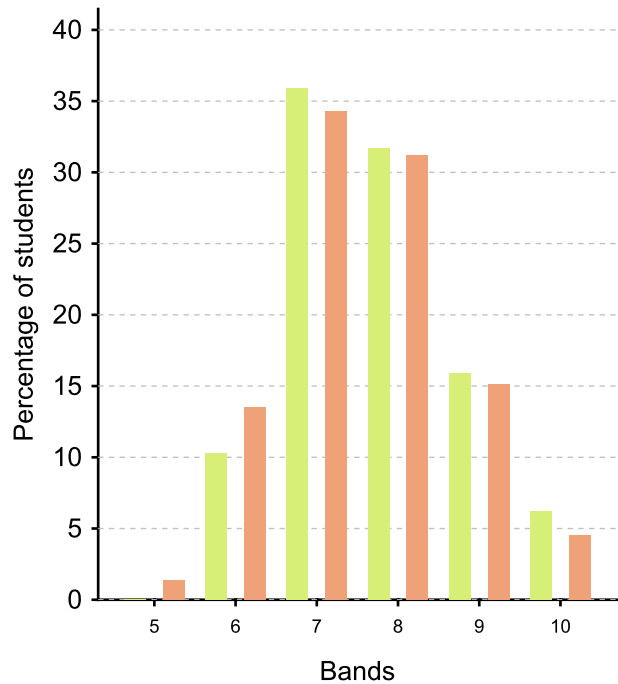
A movement of students from the lowest bands into band 6 were also evident with a decrease of 4.1% of the cohort moving from band 5 into band 6 compared to the school average. There were less students achieving at bands 7 and 8 when compared to the school average for years 2016–18.

When compared to 2017, a slight increase in the percentage of students in the top 2 bands was evident with 23.6% in 2018 compared to 22.2% in 2017. In 2018, 8.5% of students were in the bottom 2 bands for numeracy which is a significant reduction from 2017 where the level was at 15.3%.

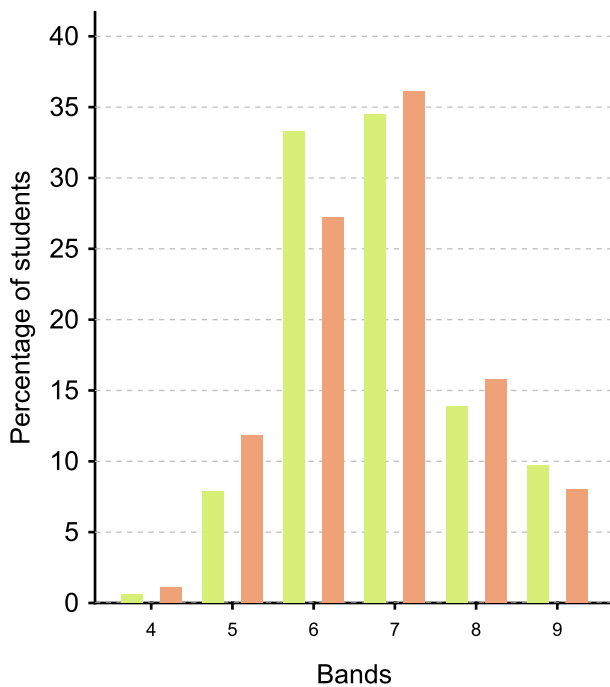
Year 9 Numeracy

The percentage of students in the top two bands increased slightly with 22.1% compared to 19.6% in these bands. This trend continued for all bands with a reduction in the number in the bottom two bands going from 14.9% to only 10.3%. These students appear to have pushed up into the middle bands. Only 10.3% of students were located in bands 5 and 6, when compared to the average of 27.5%.

Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	10.3	35.9	31.7	15.9	6.2
School avg 2016-2018	1.4	13.5	34.3	31.2	15.1	4.5

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Another reporting requirement from the *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands for reading, writing and numeracy.

In Year 7 Reading, 50% of Aboriginal students achieved in the top two bands. Note: There were only four students. Three of the four students achieved at or above expected growth.

In Year 7 Writing, there were no Aboriginal students in the top two bands. 25% were in the middle bands. One of the four students achieved at or above expected growth.

In Year 7 Numeracy, there were 4 students only in this cohort with 0% Aboriginal students achieving in the top two bands. All students achieved at or above expected growth.

In Year 9 Reading, there were 9.1% of Aboriginal students in the top two bands and 54.5% in the middle bands. Five of the eleven Year 9 students achieved at or above expected growth for Reading.

■ Percentage in Bands
■ School Average 2016-2018

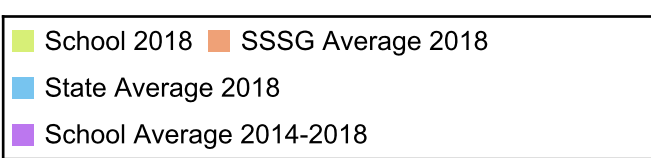
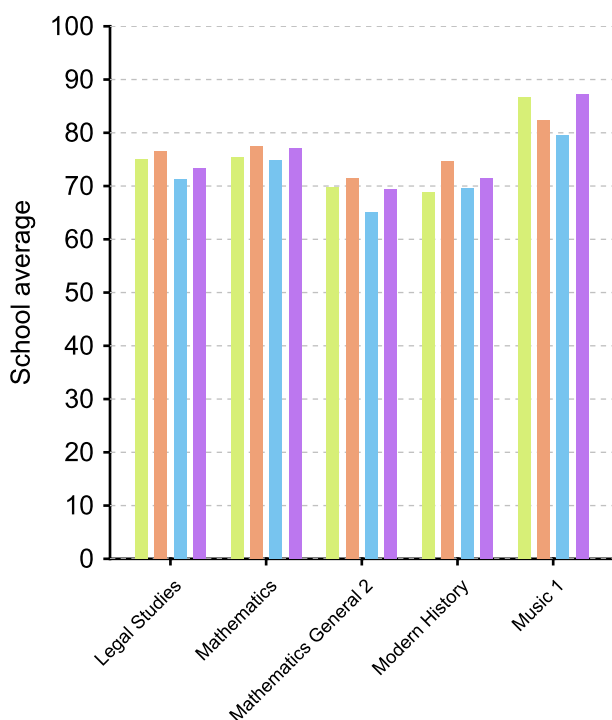
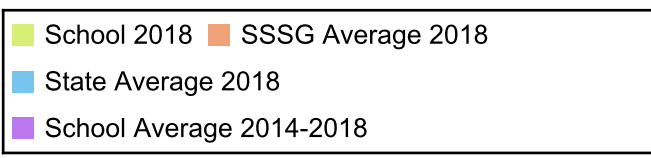
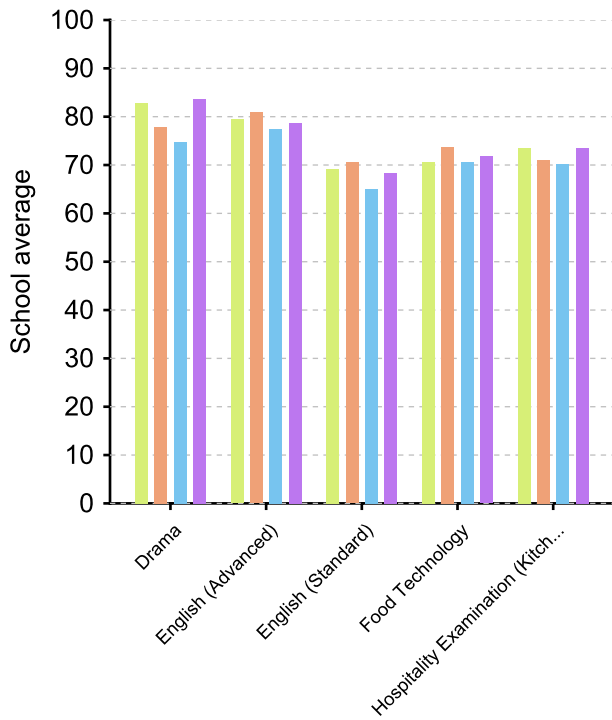
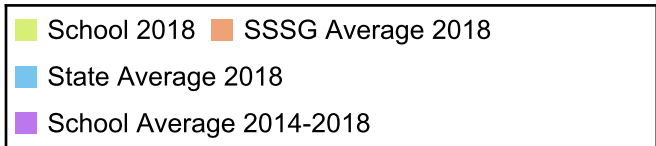
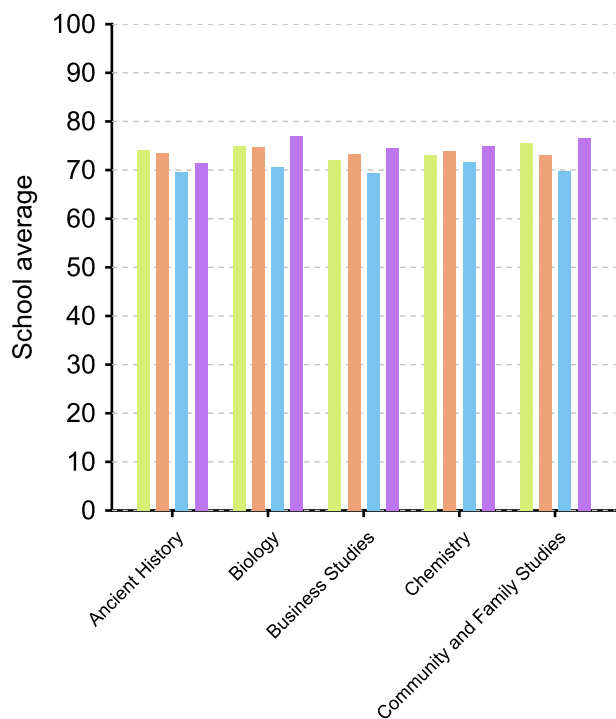
Band	4	5	6	7	8	9
Percentage of students	0.6	7.9	33.3	34.5	13.9	9.7
School avg 2016-2018	1.1	11.8	27.2	36.1	15.8	8

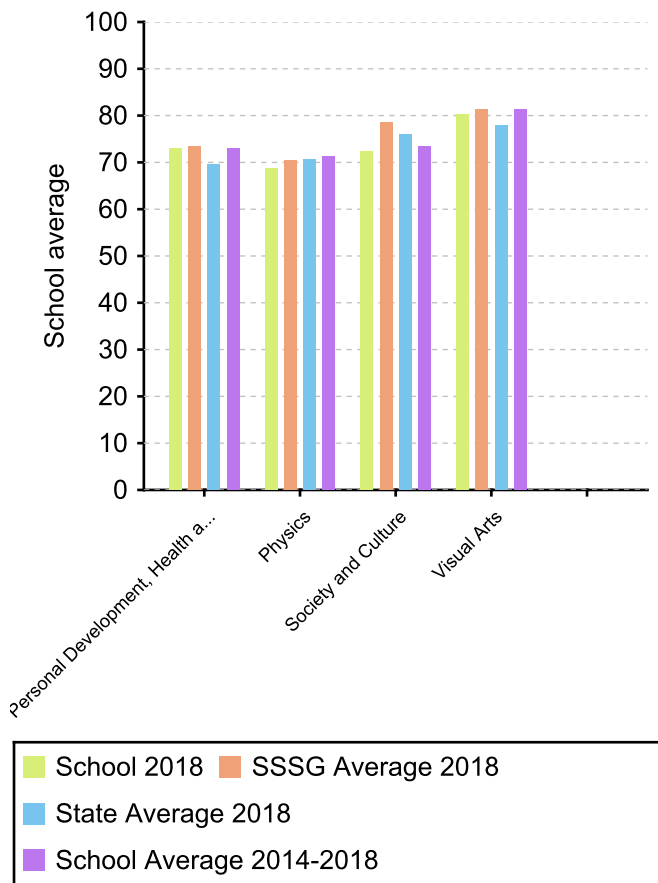
In Year 9 Writing, there were no Aboriginal students in the top two bands. 45.5% were in the middle two bands. seven of eleven students were at or above expected growth.

In Year 9 Numeracy, there were no Aboriginal students in the top two bands. There were 81.8% in the middle two bands. Seven of the eleven students were at or above expected growth.

Higher School Certificate (HSC)

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





English Key Learning Areas

In **Advanced English**, the results were .7% below state average, which is an improvement on the 2017 results which were 1.8% below average. 48.5% of the cohort earned results in the top two bands.

In **Standard English**, the results continued the upward trend from 2016 and 2017 with students achieving an average of 69.2% which is 2.5% above the state average of 66.7. In terms of the school's band history, 44.73% of Standard students earned results in the top three bands which is an improvement on the 2017 results.

The State trend this year saw an overall decline in the course average for both the Standard and Advanced English courses. However, Winmalee High School maintained its average in the Standard course and improved its average in the Advanced course. This positive outcome can be directly contributed to the English faculty's focus on embedding ALARM into its programs and classroom teaching.

In **Extension 1 English**, 66.67% of the cohort earned results in the top two bands.

In **Extension 2 English**, candidates achieved strong results for their Major Works, with 75% of students earning results in the top two bands. The school's HSC assessment mark average was 2% below state average, a 5.8% improvement on the 2017 assessment average.

Mathematics Key Learning Area

Now into the last year of study, the **General Mathematics 2** course saw a smaller cohort during the

2018 HSC year. 27% of the candidates achieved in the top two bands with 82% achieving a Band 3 and above. The school continues to see growth from the lower bands to Band 3 and above. Additional lessons held in the mornings is felt to have contributed to individual student improvements and achievements.

In **Mathematics** 76% of students achieved a result in the top two bands, showing a significant improvement over past years. There has been a movement from the lower bands with no students achieving at a band 1 or 2 level.

Extension 1 Mathematics saw an improvement in the overall results with 100% of the students achieving in the top three bands with the State obtaining only 67% of candidates. These results have continued to improve over the past years.

Extension 2 Mathematics saw 100% of our students achieving an E2. Results for this course show similar achievements in these levels over recent years.

Science key Learning Area

Biology

Biology candidates scored 0.63% above state average with three candidates achieving Band 6 and a further six students achieving Band 5. With the nine students who obtained Band 4, 75% of the cohort achieved Band 4 or better compared with 70.22% state-wide.

In **Chemistry**, 55.56% of the candidates were in the top three bands in this subject. No student received a Band 6, three candidates obtained Band 5 and seven students achieved Band 4.

In **Physics**, one student achieved a Band 5 and a further six students achieved a Band 4 from a cohort of 12. This equates to 58.33% of this cohort in the top three bands for this subject.

In the final year that **Senior Science** will run, 88.89% of the candidates that sat this subject obtained Band 4 or better and on average, students were 4.75 marks better than state average. 11% of students obtained Band 6 and a further 33.3% of students received Band 5.

In **IPT**, only two students who sat this subject, a Band 5 and a Band 3 were achieved by them. It is not valid to compare their results in any other way.

HSIE Key Learning Area

In **Ancient History** there were 75% of students who gained Bands 4, 5 or 6 which is a significant improvement on 2017. The median mark was 77 and the school average was 74.05 compared with 69.81 for the state.

In **Business Studies** 28.3% of students achieved Band 5 with 56.6% in the top 3 bands. The school average was 72.13 which was higher than the state average of 70.76.

Legal Studies students achieved a high mark of 92

and 67.7% of all students in the top 3 bands. The school average was 75, higher than the state average of 72.24.

Modern History had 64.3% of students achieving Bands 4, 5 or 6 and 66.4% of students studying History Extension achieved Band E3.

Society & Culture had a very pleasing 81% students achieving in the top 3 bands with a median mark of 74.

An analysis of the value added data (how much value, in terms of marks, has been added to students since their Yr 9 NAPLAN) highlighted some very pleasing information. In Ancient History, Business Studies, Legal Studies and Society & Culture, a significant number of students demonstrated an overall improvement in their performance, adding value to their 2015 NAPLAN results.

Personal Development Health Physical Education (PDHPE) Key Learning Area

37 candidates completed the **PDHPE** HSC course in 2018. This cohort performed above the state average. Overall results compared favourably to previous cohorts with strong representation in the top three bands. 27% of candidates achieved a result in the top two bands and 62% achieved either a Band 4, 5 or 6. This was higher than the previous three cohorts at the school and higher than the State average of 51.7%.

Analysis also revealed that boys performed particularly well with 72.2% of male candidates achieving a Band 4, 5 or 6, compared to the state average of 44.4%. A study of the SSWS report on the 2018 results showed a positive comparison to the state and within the school. This indicates that students who studied PDHPE for their HSC performed well in the course when compared to their performance in other subjects and performance across the state.

Community and Family Studies (CAFS)

In 2018 17 candidates completed the CAFS course. The average course mark was 76% which is above the state average of 53.2%.

The course had a positive comparison to state and within the school with reference to how other subjects performed.

For six of the 17 students CAFS was their best result. For four of the 17 students CAFS was their second best result. For over half the class CAFS was one of their best two courses. 12 of the 17 students improved their assessment result in the HSC Examination.

Creative and performing Arts Key Learning Area

Drama

The HSC Drama class for 2018 had 12 students. 100% of students were in the top three bands. One student achieved a Band 6; ten achieved a Band 5 and the remaining student a Band 4. No students achieved Bands 1, 2 or 3. The results for the class placed them

2.72% marks above the state average. The cohort received 1 Nomination for 'OnStage' for their performance work which indicates they achieved in the A Range for the Group Project.

All students achieved better than expected overall, however the biggest improvement came from the some of the lowest ranked students in the School assessment, who improved by 16 – 24 marks in their final results. These students added 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. The written component has shown continued improvement and we are now sitting slightly above State average in this area.

Dance

Five students completed the Dance course in 2018. All students achieved a result in the top 3 bands with one student achieving a Band 6 (20% school vs 10.4% State), one student achieving a Band 5 (20% school vs 38.2% State) and three students achieving a Band 4 (60% school vs 30.6% State).

These results show that students who studied Dance had a positive score of 0.3 within the school analysis compared with their other subjects, and a positive score of 0.41 against the State. The maximum mark was 92, with the minimum mark 77 and an average of 82.40. The average State score was 77.50.

Music 1

The HSC Music 1 class for 2018 had 15 students. 100% of students were in the top three bands. Five students of the class achieved a Band 6; eight achieved a Band 5 and the remaining two a Band 4. No students achieved Bands 1, 2 or 3.

Students generally performed better and increased their results significantly from the school assessment and final HSC result. Some students adding up to 20 marks more in some instances.

One student, Miya Adams was nominated to appear in the prestigious Encore Concert. Encore is an event to highlight exceptional performances from the HSC.

Music 2 and Extension

The HSC Music 2 class for 2018 had 2 students. 100% of students were in the top two bands. Both candidates achieved a Band 5. No students achieved Bands 1, 2, 3 or 4 putting the class in the top 20 percentile.

Students achieved above state average in the performance, composition and elective components of the course. They were just below the state average in the Musicology and Aural component of the course.

There was 1 Music Extension student. This student achieved an E3 Band overall.

Technologies key Learning Area

In **Food Technology**, 16 candidates completed this course. 12.5% of candidates received a Band 6, compared to the state average of 9.97%; 12.5% of candidates received a Band 5 compared to the state average of 22.14%; 25% of candidates received a Band 4 compared to the state average of 29.17%. The average examination mark for the cohort was 70%.

Engineering Studies had 9 candidates. Of these, one student scored a Band 5 and 6 students scored a Band 4. 77.8% of students scored grades in the top 3 Bands. This compared with 70.6% of the state in the same range. The school HSC examination average was 76.5%, which was 2.94% above the state average.

In **Industrial Technology Timber Products and Furniture Technologies**, 7 candidates completed this course. Candidates achieved Bands 2 through 4 and for most this was their best result for the courses completed. The average examination mark was 61.17%.

Languages other than English Key Learning Area

In **Japanese Continuers**, a small cohort of three candidates completed the HSC examination. A Band 2, 3 and 4 were achieved. The average HSC result was 65.3%, while the average state result was 81.9%.

Vocational Education Training

In **Hospitality**, 27 candidates completed the HSC examination for this course. 70.3% of candidates received a Band 4 or 5, which was 15.9% greater than state average. 88.8% of candidates received a Band 3 or above. The average mark for the cohort was 73.52%. In item analysis, 100% of extended structured essay response questions were recorded above state mean. All candidates in Hospitality received either a Certificate II Kitchen Operations or Statement of Attainment.

Parent/caregiver, student, teacher satisfaction

The focus of the school survey this year was in relation to its approach to implementing positive education and growth mindset. These were some of the results.

82% of the 125 parents surveyed were aware that the school was implementing Positive Education with 69% stating that it was about wellbeing of which 26% reported having a good understanding of the school's approach and its implications.

86% of parents surveyed had heard of the term Growth Mindset in relation to student learning behaviours with 50% knowing the specific behaviours promoted for learning.

Parents/carers based on the survey data appear

satisfied with the school's directions in terms of Positive Education. Parents/carers were asked to provide a comment or feedback as well when they were asked: Do you have any ideas or feedback you would like to give on Positive Education or our approach to growth mindset at Winmalee High School e.g. future directions.

44 parents responded. 34 of these were very supportive of the school's directions. Others were able to provide strategies that may be helpful to them as parents and for the school. See an example of comments below:

"It's clearly evident that Positive Education and Growth Mindset promote student autonomy, responsibility, inclusion, growth and positivity."

"It's a great program and initiative. Giving students the skills in growth mindset is wonderful. Keep it up."

"I'm really happy with Winmalee High School and think this is great work you are doing. My child is very happy at this school."

I like the focus you are putting on positive education. I believe it is setting the kids up for adulthood. Love your work WHS."

Future directions:

"I would like to see some "professional development" for the parents so that we can promote the same self-learning on the home front."

"I would like more parent and child partnerships nights to learn together and discuss this."

"We need to learn some resilience strategies for bullying – not sure if that's being covered."

Policy requirements

Aboriginal education

The Aboriginal education group planned to further develop the Aboriginal garden into a meeting place with a large mural, fire pit and seating. Much consultation took place amongst the students regarding meeting on a more regular basis and the proposal to have a roll call group in 2019 was proposed by the students. Rm24 roll call will commence in 2019 with only one or two students opting out due to SRC or dance roll call commitments.

AIME presented a professional development session on aboriginal culture in Term 1 and this highlighted that there are significant gaps in staff knowledge of Aboriginal culture. AIME excursions were a regular activity for many in the group with most students attending at least one event at Western Sydney University. The NAIDOC week assembly was led by students and included a video presentation highlighting the central role of women in Aboriginal culture. We applied for a Landcare grant to establish species indigenous to the local area in barren areas of the school. This project will be planned and run by the younger boys in the group, while our younger girls committed to a dance group project.

Lillian Hailles successfully completed her Human Services course, contributing to her HSC. She is now working in aged care in the mountains. Alana Dutton and Casey Haydon were successful in winning prizes in the Reconciliation challenge art prize. Students working with the CAPA staff produced a magnificent mural approximately six metres long in a palette of blues and white. A number of staff regularly attended the Blue Mountains Aboriginal Education Consultative Group making connections with the community, support services and colleagues at other schools.

Multicultural and anti-racism education

The school celebrates Harmony Day every year. This day promotes acceptance and celebration of diversity, particularly race and culture. At Winmalee High School, the SRC emphasise the importance of accepting people regardless of difference. It aligns with our school value of respect, in particular being respectful in our relationships with others, especially those of a different race and culture or religion. In Winmalee High, it about being able to live in peace and harmony with others regardless of their difference and diversity. Students were asked to sign a pledge that they believe in respectful relationships and will treat all others with respect.

This year the school continued to support refugees. This was again achieved through the Youth Shoe Box Project. This project encourages young people to fill a shoe box. 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 was responded to well with our

students and staff. Winmalee High School has strong and clearly defined expectations about being kind and respectful to others.

At Winmalee we say YES to Kindness and No to Bullying. Anti-bullying Contracts are used in the first instance to manage inappropriate behaviour such as bullying or discrimination. 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 next step is disciplinary action with a Warning of Suspension. If bullying or discrimination continues then a Suspension may be issued. The responsibility of the school and its staff ensure the fair treatment of students by enforcing this belief and 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.

Sister School Visit – Hillcrest School UK

One of the main reasons why Winmalee students undertake the tour to Europe is to visit our sister school in Birmingham–Hillcrest school, Bartley Green, Birmingham UK in January 2017. Every three years, students from Winmalee HS visit Europe (France, Belgium and England) and always spend time at the sister school. Since 2007 we have been in a sister school link with this school. Hillcrest is a delightful and pleasant educational institution. It is a girl's school for Years 7–11 and a co-educational college for 6th Form. There is a wonderful grace and calm in the way staff and students interact. This aspect was easily noticed by the visitors from Winmalee. For two days, the students were treated to generous and welcome behaviour from Hillcrest staff and students. After spending 15 days with adults, the students enjoyed the opportunity of spending time with friendly people their own age. Students were paired up with specially selected 'buddies' who were gracious and happy hosts. They certainly endeared themselves to the Winmalee students. It was terrific to see such easy friendships develop amongst the students from both schools. Our next adventure will be in January 2020.

Sister School Visit – Arima High School, Sanda City, Hyogo Prefecture – the school has formed a strong relationship with Arima High School. The schools take turn about visiting each other. In each case, students from the school are hosted by families. In Australia, our Japanese elective students host Japanese students for a full week and when Winmalee High visits Japan they are billeted for five days. It is a rich cultural exchange. Our students form lifelong friendships and frequently return to Japan. The Winmalee students tour parts of Japan for a further week prior to being hosted.

Other school programs

Positive Behaviour for Learning Program

The PBL team at Winmalee High School is dedicated to increasing student engagement and learning by increasing 'on-task' behaviours and decreasing distractions in the learning environment. We have worked hard to create a positive school environment in which student academic and social outcomes are developed through increased teaching time and consistent expectations of behaviour.

At the start of the year, all of Year 7 participate in PBL lessons are taught by staff in the first 2 weeks of Term 1. These lessons explicitly teach the expectations of the school to ensure that the new Year 7 students are fully aware of the school's expectations and how they apply in all school settings.

This year the PBL Team had a number of core focuses. The first focus related to our implementation of Positive Education and the introduction of reporting on students Growth Mindset. The Growth Mindset criteria was added to each students learning profile in their reports. A Growth Mindset award was also included as part of the Rose Breakfast. Students now came to the rewards breakfast for academic success and/or a growth mindset. The second focus was encouraging more students to take risks in their learning. The final focus was to declare a War on Waste at Winmalee High School.

Extended DEAR lessons were held once a term, to explicitly teach students about the PBL focus for the term. During Term 1, our lesson was about what the Growth Mindset profile would look like on the report. Students were asked to rate their growth mindset and what they could do to improve their mindset. The aim behind this lesson was for students to understand that having a growth mindset means we all have the capacity to grow our ability and skills. It involves having a mindset which is open to learn new things and recognising that practice, effort and accepting and applying feedback help students to be successful in learning and in life.

In Terms 2 and 3 our lesson focus was on taking more risks in learning. This was a school wide initiative to encourage students to take more risks to improve on their learning outcomes. This lesson highlighted that stepping out of your comfort zone can lead to success.

In Term 4 we focused on encouraging students to be part of the 'War on Waste' at Winmalee High School. We gave students the opportunity to discuss what effect waste has on the environment and to look at what they can do to reduce their waste. This campaign was led by students with a passion for the environment. As a school group we measured our own footprint of waste over one school day. Students did a presentation on assembly; helped create a lesson for all students to understand the impact of waste on our environment. As well they approached council to supply recycling bins which were installed around the playground to collect waste drink containers.

A small student group conducted a clean up of the school grounds. The purpose of this was to encourage students to realise they have the responsibility to keep the school environment clean and safe by placing their rubbish in the bin.

A major part of PBL is rewarding student behaviour. This year we continued the GOLDIE rewards system. Teachers give students 'Goldie's' for displaying the focus of the month behaviour. All 'Goldie's' collected are placed in the weekly draw for a \$5 canteen voucher which is drawn on assembly each week.

The system to reward exceptional attendance has been continued and our 100% attendance BBQ this year was very popular. This initiative is to encourage students to strive for 100% attendance. These reward BBQs are held once a semester and have proven very popular with the students.

The staff at WHS has completed professional learning experiences on Positive Education and the War on Waste, which has been facilitated by the PBL team. These experiences have developed common language and expectations across the school community.

Our main focus in 2019 will be on Positive Education and the PERMAH framework, as well as regular reminders of expectations such as Say yes to kindness and No to bullying, Bin it, Keep left keep moving and hands off.

Wellbeing programs and support

The Learning Hub

The Learning Hub continued to increase the amount of support given to students across the school in 2018. A key component of Positive Education is ensuring that students are engaged in learning as this helps them to experience achievement and wellbeing. The Hub Teacher, Learning and Support Teacher (LaST) and Student Learning Support Officers (SLSOs) engaged students by using intensive, targeted and universal methods.

Intensive support – the Hub Roll Call Group

In 2018, 30 students were provided with an intense level of support through the Hub roll call group. The group was assisted with organisational skills, physical needs and emotional support through the provision of a secure home base. Students felt a strong connection with the staff which increased their sense of belonging at school. Once settled, many students were later able to transition to other roll call groups.

The roll call group was particularly important for a number of Year 7 students in their transition to high school. Some were at risk of school refusal due to anxiety and the change to a large setting. The personalised care and attention of the Hub meant that these students attended Year 7 with strong attendance rates.

Targeted Support – Specialised Programs

A number of specialised programs were also run through the Learning Hub to assist students with literacy, numeracy, learning needs, personal confidence and the ability to manage anxiety. These programs were implemented as needs arose and the intervention monitored to assess effectiveness. Examples of targeted programs run in 2018 included:

Quicksmart Numeracy – an evidenced based program developed by the University of New England, Quicksmart helped 16 students in Year 8 improve their basic numerical skills. Run for 3 sessions per week for 30 weeks, the students built confidence and automaticity in the four operations. Test results were sent to the University which produced a report outlining the results in terms of effect size. Effect sizes are ranked as strong (scores of 0.4 to 0.6), very strong (0.6 – 0.8) and substantial improvement (above 0.8). Students at Winmalee High School achieved a substantial improvement in both response times and accuracy for addition, multiplication and division. For subtraction, the students achieved a substantial improvement in response times and a strong improvement in accuracy. These were some of the best results recorded and we celebrated the completion of the course with a recognition breakfast.

MacqLit – an intensive reading program developed by Macquarie University, MacqLit supported students with dyslexia or other literacy difficulties through 3 one hour sessions per week. Pre and post testing was conducted to assess the impact of the program. The results were extremely positive with all students improving the number of words they could read per minute by over 40% and one student improving by 96%.

Literacy and Mathematics Support Groups – assisted students in Year 7 and 8 in small group sessions focusing on the basic skills. Students were engaged and attendance rates high. Measured improvements were seen in the reading tests results of all participants.

Year 8 Boys writing group – this group focused on improving the writing skills of students who were often reluctant to put pen to paper. The small group setting increased engagement and encouraged students to take more risks and try things they found challenging.

Writing skills for seniors – an outside tutor worked with students in Year 11 and 12 to assist with essay writing and the requirements of academic English. This was extremely beneficial to those needing personalised support in this area and resulted in massive improvements in achievement.

Support for external Year 10 testing – in 2018, Year 10 students who did not achieve a Band 8 in Writing, Reading and/or Numeracy Year 9 Naplan tests were required to complete Minimum Standard testing. To prepare, students completed preparation and practice tasks in class and the majority then reached the standard in the testing. Those who did not reach the standard received intensive and personalised

assistance in the Learning Hub. The results were outstanding with nearly all students reaching the standard on the next occasion. Ongoing support will be given to those who need to re-sit the tests in 2019.

Homework Hub – continued this year with Year 8 students attending on Monday afternoons and Year 7s on Tuesdays. The students were assisted by older students doing their service for the Duke of Edinburgh scheme, the Hub Teacher and/or the Learning and Support Teacher. The homework group helped students with their organisational skills and ability to complete assessment tasks. Students were also taught general study skills and approaches to learning. Students felt encouraged and appreciated being able to get assistance.

Managing Anxiety – led by the School Counsellors, this program involved students working in a small group to examine practical strategies to empower themselves when working with anxiety.

Boxing groups – Boxing for boys and a mixed boxing group ran for selected students from the junior school. The program was designed for students to have fun and also develop skills in self-control, personal confidence and emotional regulation. The boxing group enabled learning through doing rather than talking which suited the needs of many students.

Universal support – Learning support across the school

The most far reaching aspect of the Hub's work was 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 literacy concerns, dyslexia, dyspraxia and/or emotional needs such as anxiety. ILPs 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 was able to put these modifications into practice.

In 2018, there were 3295 recorded learning support interventions, a 50.4% increase on 2017. This support involved a mixture of in-class assistance by SLSOs and assistance within the Learning Hub. Within the Learning Hub visits, 57% related to classwork, assessment tasks or examination support, 28% of visits were for targeted literacy and numeracy interventions and 15% of visits were for social or emotional skills programs.

A focus for 2018 was an increase in the number of modified and differentiated assessment tasks produced for students. The Learning Hub Teacher and the Learning and Support Teacher worked closely with Faculties to cater for all students. In addition, students needing assistance with assessment tasks or those at risk of non-attempt/completion were monitored to ensure they made Hub bookings and got started on assignments. This intervention resulted in more students submitting tasks because they got over the first hurdle.

The support provided by the Learning Hub had tangible results for learning outcomes in 2018. There was a significant reduction in the number of Year 10 Non Award warnings issued for non-completion of classwork or assignments. These decreased from 234 in 2014 before the Hub existed to 29 in 2018. This shows that Hub intervention helped students complete work and assessment tasks.

Where to from here

The focus for the Learning Hub in 2019 is to continue providing a high level of personalised support to students across the school and to:

1. Increase targeted support for students doing Life Skills subjects, particularly in the senior years
2. Upgrade the technology used in the Learning Hub to engage students and enable those with physical disabilities to access the curriculum through the use of specialised interactive learning boards
3. Continue targeted support for senior students with academic writing
4. Support students experiencing anxiety or emotional difficulties through the explicit teaching of skills and strategies to empower them
5. Build student wellbeing by implementing the goals and strategies contained in Positive Education and PERMAH

Other Wellbeing Programs

In addition to programs initiated through the Learning Hub, a number of other Wellbeing programs were conducted across the school in 2019 as part of the school's focus on Positive Education.

Rock and Water – an evidenced based program developed in the Netherlands, Rock and Water was run for all Year 7 and Year 8 students in Terms 2 and 3. Designed to improve social and emotional learning, students attended 5 sessions in class groups led by a trained instructor from the Mountains Youth Services Team. The program developed skills in resilience, emotional control, self-discipline and personal confidence. Influenced by martial arts philosophies, students learnt methods to 'ground' themselves, how to appropriately stand strong appropriately (Rock) and when it is good to "go with the flow" (Water). A parent night was also held to ensure that the language was used in a variety of settings. Students reported very positive results from the Rock and Water program in pre and post surveys.

Connecting with Nature – a very popular wellbeing and learning program, Connecting with Nature increased the engagement and confidence of twenty students from Years 7–9. The program involved field trips to local bush and creek sites, art activities and environmental educational work done in conjunction with Blue Mountains City Council. In 2018, students

from Winmalee Primary School joined us in the program and attended field trips alongside our students. This introduced the opportunity for mentoring and peer lead learning.

Transition to High School Program

Winmalee High School facilitates various opportunities for Year 6 students to engage in the transition process from primary to secondary school. It is important that students receive opportunities to build familiarisation and confidence within the high school setting, so the transition from primary school to high school is as smooth as possible.

The first opportunity Year 6 students from our feeder schools have to experience what high school is like is through our Subject Taster Day. Subject Taster Day is held in Term 1 and gives Year 6 students from our feeder schools the opportunity to experience high school classrooms and subjects. They engage in short taster lessons with teachers from the high school that introduce students to the subject content and learning activities that take place in the high school context.

Parents and carers are invited to attend an Information evening in Term 1 that communicates information regarding application processes including those for out of area students, as well as details about school policies, curriculum and co-curricular activities. Students from the leadership team facilitate this night.

Throughout the year (terms 2,3 and 4) the Learning and Support Teacher (LaST), as well as the year advisor for the incoming Year 7 cohort, communicate and liaise with the primary schools to gather student information. This information is essential for ensuring the smoothest transition for all students coming into Year 7. If parents or carers have any concerns regarding a student and their transition to high school they can contact the LaST directly to discuss these concerns.

Through communication between the LaST and primary schools, students who would benefit from additional transition visits are identified. These students attend additional visits to the high school to further develop awareness of the high school setting, feel more comfortable with the transition process and explore problem-solving strategies that will be useful in Year 7.

A special Creative and Performing Arts day is offered later in the school year to all students who have been offered and have accepted a place at Winmalee High School. Year 6 students who wish to attend select an area within Creative and Performing Arts and complete workshops with specialist high school teachers in these areas. Students can select to participate in Music, Drama, Art or Dance workshops and the work that these students produce is then showcased in a performance and art exhibition in the afternoon.

Year 7 Orientation Day occurs in December and is another opportunity for all incoming Year 6 into 7 students to become accustomed to the high school environment. Students are informed of certain policies and procedures of Winmalee High School including

school uniform and daily routines. Students also participate in short taster lessons that offer them a chance to experience different subjects and teaching styles. They meet their Peer Support leaders and begin to mix with students from other schools.

Once students begin Year 7 there two programs aimed at supporting Year 7 students to settle into high school. A Peer Support program is run in the first week to assist Year 7 students in becoming familiar with the school routine and making connections with others. Year 10 Peer Support leaders lead this program and the program is overseen by the Peer Support Coordinator, year advisor and Learning and Support Teacher. Early in Term 1, Year 7 students participate in the Settling into High School Program, which contains numerous activities and workshops around making good friendships, study skills, teamwork exercises including abseiling.

It is very important that students receive the best opportunity to transition successfully into high school. If you have any concerns regarding your child's transition to high school, please contact the school and Learning and Support Teacher as early as possible.

Creative Arts Programs

Music Program

Winmalee High School continued to offer a breadth of opportunities to students across a range of events and performances. Over 150 students chose to participate in extra-curricular music programs including vocal groups, concert bands, jazz band, guitar and string ensembles.

PULSE is a major performance event held in the Sydney Opera House each year to showcase the wide range of performing arts. Between the choirs, instrumental ensembles and featured ensembles, Winmalee High School had over 40 students involved. Music staff play a key role as part of the management and creative teams for this event. Winmalee High School students were represented in the PULSE Ensembles including Vocal, Drama, Dance, Big Band and Concert Band, as well as Featured Artists.

2018 was a successful year for Winmalee High School for Arts Unit events. The vocal Ensemble was showcased at the Arts Unit Festival of Instrumental Concerts at the Sydney Opera House as well as senior students performing in Featured items.

In November over 40 Winmalee High students were represented in the following sections of the School Spectacular; Featured Artist, Orchestra, Core Choir and Dance. The show offers students to be a part of one of the world's biggest variety acts, held at the QUDOS Bank Arena.

Our students are to be congratulated on reaching such a high level of achievement. During 2018 four instrumental students were successful in reaching the Arts Unit NSW State Wind and Jazz Ensembles. These were Nicholas Craig (State Stage Band), Henry

Hutchinson (State Symphonic Orchestra), Isabelle Egan (State Wind Orchestra) and Madeleine Enenberg (State Junior Wind Ensemble). Madeleine was also selected for State Music Camp. Sabina Salas was a vocal soloist at The School Spectacular.

The HSC music classes were extremely successful with all students achieving results being in the top three bands. One of the Music 1 students, Miya Adams, was awarded a nomination for Encore as a result of her exceptional HSC music performance results.

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 Rotary functions and other local community events. Our Annual Music Showcase was also an excellent performance opportunity for our elective music ensembles.

The Vocal Ensemble students had the opportunity to perform in the Arts Units event 'In Concert'. We also had students perform in the concert as part of the orchestras and wind ensembles.

In Term 3 we welcomed Mrs Lynn Fischer, our exchange teacher from Canada who swapped schools with Mr McGown for twelve months. Mrs Fischer has brought a new energy and wealth of experience to the Faculty and our Music programs and ensembles.

Dance Program

The Dance program at Winmalee High School is continuing to excel with approximately 100 students involved in the program across Years 7 – 12. Involvement in the Dance Ensembles Program requires an audition process in Term 1. This year, 5 extra-curricular dance ensembles were in operation – Junior Ensemble, Intermediate Ensemble, Senior Ensemble, Hip Hop Crew 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. They performed at local, regional and state level events such as the Blue Mountains Nepean Dance Festival, Synergy Public Schools Dance Festival, and Schools Spectacular.

The Hip Hop Crew was co-ordinated and choreographed by Year 12 students and competed at the Bring it On Hip Hop competition.

Four students were successful in auditioning for the PULSE Regional Senior Dance Ensemble – Leila Harris (Year 8), Grace Lewer (Year 8), Ruby Ellis (Year 9) and Amelia Oliver (Year 11). They performed at Synergy Public Schools Dance Festival, State Dance Festival and the Schools Spectacular.

In 2018, Ciara Sheehy (Year 12) was selected into the NSW State Dance Company. This student performed at numerous high profile Department of Education public events across the year, including being a featured

(Year 10) was selected for the Schools Spectacular Hip Hop Ensemble as a featured dancer.

All students are given a variety of performance opportunities throughout the year such as Open Night, HSC Dance Showcase and the annual WHS Dance Showcase.

The HSC Dance class were very successful with all students achieving results in the top 3 bands, and performing above the State Average. Renee Wilson (Year 12) was nominated for CallBack (a showcase of exemplary work) for her Core Performance and Major Study Performance works.

Year 11 Visual Arts students Molly Holland and Manni Foeken were 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 disciplines. The selection process is rigorous and was an excellent opportunity for both students to develop their technical skills.

Visual Arts Program

Year 11 Visual Arts Students Bella Thorne and Sarah Whitfield 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 12 Visual Arts Student Katie Hubbard had her HSC Body of Work selected for **ARTEXPRESS**. ARTEXPRESS is an annual series of exhibitions of exemplary artworks created by New South Wales Visual Arts students for the Higher School Certificate examination. Katie's Artwork will be displayed at the Hazelhurst Gallery from 9 February to 22 April 2019. Kate's series of work entitled 'Six Studies for Dementia Suffers at the Base of Isolation' focuses on the suffering experienced by those living with Dementia. Katie said of her work that, 'The series acts as an alternative to communication, when people are no longer capable of articulating their emotions.'

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. Alanna Dutton received first place for her entry, 'A Voice's Power'. Casey Haydon was awarded Highly Commended for her work 'Indigenous at Heart.' Alanna and Casey received their awards at The Museum of Applied Arts in Ultimo (Powerhouse), presented to them by The Hon. Sarah

Mitchell – the Minister for Aboriginal Affairs. These works were exhibited for the whole week following the awards and then embarked on a Regional Tour.

Operation Art Exhibition is run by The Children's Hospital at Westmead in association with the NSW Department of Education. Works were displayed at the Newington Armory Gallery at Sydney Olympic Park on Saturday the 10th September. Ada Baran of Year 10 had her work 'The Great Escape' selected. Her work was one of 50 selected and exhibited at The Art Gallery of NSW. It will then be exhibited in Canberra before being given to the Children's Hospital at Westmead becoming part of their permanent exhibition.

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 Ms Black and featured special guest Makeup Artist Ali Stadler. Students created costumes, designed makeup looks and undertook studio photo shoots.

Nine students from Years 7 to 10 from Winmalee High School students participated in the Arts In Action Visual Arts Workshop held on 5 November – 7 November 2018 undertook workshops in a variety of mediums at the Blue Gum Lodge in Springwood over the three days and produced a range of high quality examples.

Debating

Winmalee always enter four to six teams in the Blue Mountains Debating competition. As always, the students are talented and gracious in their efforts and commitment to the cause. This competition is open to both public and private secondary schools. The school often enters four teams in the Lithgow Festival of Speech, which is open to public secondary schools. Winmalee also takes part in the Premier's Debating Challenge which is organised by the Department of Education, Arts Unit. Winmalee students also support local primary school debating days through adjudication debates.

During 2018, we had 3 teams enter the Lithgow Festival of Speech. Our senior team won 2 from 3 debates. Our 2 junior teams (both year 9) were undefeated in the round robin section and debated the final. This was also the case for these 2 teams in the Blue Mountains competition as well. Other teams to reach the finals were from Year 7 and Year 11 and both won their respective competitions and the Year 8 team (comprising Year 7 students) were runner's-up.

Rotary Public Speaking

Every year students participate in programs organised by Rotary. One such activity is the 4-Way Test Public Award where students speak about an important issue linked the ethics guide of Rotary. This year William Garrett and Campbell Whale took part. They also take part in the Model United Nations Assembly (MUNA) where students debate UN Resolutions taking on the

role of various countries. Students also participate in the Rotary Youth Enrichment Program (RYPEN) where leadership skills, including public speaking, are developed.

MUNA 2018

This stands for Model United Nations Assembly and it is another Rotary event. Students from various schools form teams and these teams are allocated a country to represent at an assembly. The Winmalee team comprised Clair Kinder, Eloise Dennis and Ella Holland. They were given the task of representing North Korea. They were excellent over the two days. There were over thirty teams from public, private and selective high schools involved.

RYPEN

This is a youth enrichment program that Rotary runs for 14–16 year old students. They host 2 weekends a year: a summer RYPEN in Collaroy and a winter RYPEN in Springwood. Hamish Thomas, Campbell Whale, Ella Holland took part in this event during 2018.

STEM and Makerspace

The Winmalee STEM group grew in numbers this year and met most lunchtimes. The group undertook a range of activities including crystal growing, movie making and participating in the FIRST Lego League Robotics Competition. The group also helped to develop the new Makerspace as we took delivery of a range of resources bought through our Makerspace grant. This year we focused on developing our skills in the use of green screen technology. Makerspace resources were also used to introduce Year 7 classes to robotics and by a Year 10 IST class to investigate virtual reality.

Year 9 Work Transition Program

This was a six day program that included work transition / readiness skills and application, work place experiences in First Aid and Workplace Health and Safety and on the job experiential learning opportunities in Horticulture or Hospitality. This learning and skill development opportunity included students from three Blue Mountains schools and was delivered by local Industry and Training providers. Students gained a Statement of Attainment in their related courses and many went on to further work experience and casual employment.

Hospitality students worked in the Kitchen and Servery at Baptist Care Residential Facility in Leura; Open day at Leura Café for residents, Mobile Café training in Hospitality, customer service and barrister training.

The Horticulture students completed a practical project within the gardens of Morven Garden Residential Centre; Leura. As part of the course delivery, they were an integral part of the garden design and maintenance process, garden restoration, building and planting. In this short time the students worked as a well-functioning team to build that reflects the

work transition and learning. Successful completion of this course assisted students in gaining part-time employment, further and related work experience and served as preparation for entrance into the Year 10 Apprenticeship Mentoring Program.

Springwood Schools Industry Partnership and TAFE Yes programs

This partnership provided opportunities for students to re-engage with learning and explore more fully, their career aspirations.

Students participated in workshops that focused on their strengths and interests, the world of work from current employers and how to be recruitment ready. Work experience was a key feature, with local employers delivering real world/employment experiences.

In addition, students enrolled in 'TAFE Taster' courses, opportunities to be a TAFE student and understand how tertiary education is the key to a successful life –long learning and for gaining employment. Students had the opportunity to extend their time in the work place, impress employers and secure apprenticeships.

A pathway has been established to conduct further courses as a joint project between School Industry Partnership and TAFE as a result of the outstanding successes.

Year 11 Study Skills

Year 11 students were guests of the University of Western Sydney, 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.

Past Year 12 students returned to the school group to share their experiences and provide valuable strategies for success in the HSC and preparation and study for the demands of senior high school.

Workshops were conducted by a combination of classroom teachers, the Elevate Study Skills Group and school executive. Workshops covered areas of goal setting, brain functioning, positive learning behaviours, essay structure, stress factors, relaxation techniques, time management and memory mnemonics. It was an opportune time to complete the compulsory NESA modules, All My Own work. Students could combine their note taking skills and HSC requirements in a comprehensive package.

The Year Adviser was present 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 set 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 mindset towards the HSC pathway 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 presentations drew 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. 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.

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.

Year 10 Leadership Camp – Jindabyne

The Year 10 Leadership Camp is a five day excursion based in the alpine area of NSW and aims to develop

resilience, teamwork and personal skills whilst having to live and play in an extreme environment.

The camp aims to develop:

- A Growth Mindset in all students by getting them out of their comfort zone
- Communication and Teamwork skills by working together with cooking and cleaning duties
- Resilience and Grit skills by having a go at activities and not giving up
- A sense of personal identity
- Skiing skills and learning to transfer and acquire new physical skills
- leadership skills and learn how to put these skills into practice
- social skills including 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 in 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. A significant part of the camp is getting to know other students in their year group who they would not normally socialise with.

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 put their developing skills to the test.

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 a single 'stack'. The emphasis is on not giving up. Students find that the more they keep getting up after falling the more they learn how not to fall.

The resilience that is shown from all students is outstanding. They all have developed personal skills in achievement; something many of them found difficult 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.

Duke of Edinburgh Program

2018 saw the Duke of Edinburgh Program at Winmalee continue to build on progress made during 2017. By the end of the Year 10, Bronze students had presented documentation demonstrating completion of their level. The majority of these students have begun the process to register for Silver. As in previous years, the Year 9 Bronze students prepared for their expeditions during Term 1 Wednesday sport. Students were exposed to map reading, route finding, trip planning, tent erection, cooking on stoves and open fires as well as basic first aid and safe handling of food.

The popular expedition activity of kayaking was re-introduced into the program with trips to the Shoalhaven and Sydney Harbour being conducted, as well as a training day at the end of the year for Year 9 Bronze students. Apart from kayaking there were six additional expeditions run over the course of the year. In all cases, students were tested physically and mentally by putting themselves in environments that were in many cases foreign and challenging.

Winmalee Primary breakfast club was a significant benefactor of the program during the year. They run a weekly breakfast club for which our Bronze students help organise and administer the breakfast as part of their community service. They learnt a wide range of skills such as working as a member of a team, communicating with youth, safe handling of food and the importance of being reliable and on time. This program will continue in 2019 every Tuesday and Wednesday.

Disappointingly the program saw the retirement of two of its long term supporting staff. Mr Laurie Brady was a program coordinator for many years and brought with him an exceptional knowledge of bushwalking in the Blue and Snowy Mountains as well as considerable roping experience. His knowledge and experience have been missed. Ms Marion Crossman, also retired, she was one of our few female teachers who loved taking students into the wilderness. She could be relied upon to back up for a second Bronze weekend if other female staff members were in short supply. Marion was known for her humour and was able to lift the morale of any student when conditions became tough.

Sport Report

Winmalee High School has had a successful year across a wide variety of sports in 2018. Sporting achievement has followed on from past achievements placing Winmalee High amongst the best performing high schools in the state. There has been strong participation in school carnivals through to CHS and NSW All Schools level which is a reflection of the aspirations Winmalee High School students have to succeed at the highest level.

Students have successfully competed in the sports of Athletics, Basketball, Cricket, Cross Country, Futsal, Netball, Rugby Union, Rugby League, Snow Sports, Soccer, Swimming, Tennis, Touch Football 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 give the students as many opportunities as possible to have a go, and to succeed.

Within the Nepean Zone we were one of the top performing school's in all three major carnivals (Swimming, Cross Country, and Athletics).

Athletics

Our athletics carnival was held at Tom Hunter Oval and it was a very successful day. Our students competed at a very high level despite the cold weather and we had a very strong team which went through to the Zone Carnival. We had numerous athletes' progress through to the Sydney West, CHS and NSW All Schools carnivals. We were placed 4th out of 64 schools who competed in the Sydney West Carnival.

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 very impressive results. We had very high results at the Sydney West Carnival with many students finishing in the top 5. We achieved some good results with athletes competing at the CHS carnival with one of our students progressing on to NSW All Schools Carnival.

Swimming

Winmalee had another 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 highly at the Sydney West carnival with many individual and relay team students making it through to CHS.

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.

Kelsey Otto was recognised by the Sydney West Sports Association and was presented with a Sydney West Blues sporting award. This is one of the highest honours given by this organisation and recognized her outstanding contribution to Swimming throughout her school life.

NSW All Schools Taekwondo Championships

The Winmalee Wasps Taekwondo Team of 19 taekwondo players competed at the 2018 NSW All Schools Taekwondo Championships in September 2018 with excellent results all around. This is a full contact taekwondo sparring competition. This year was the 27th NSW All Schools Taekwondo Tournament and was held in Willoughby, with over 70 schools entered and approximately 270 competitors in total. This is the 10th 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 4 Bronze Medals. Australian Taekwondo accredited coach and teacher at the school, Mr Versteegen, 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 Versteegen (ex-Winmalee student Year 12, 2013).

The Winmalee Wasps team has continued their excellent overall results and was placed 2nd in the state for the Senior Team Averages Trophy (which is very difficult and an awesome result with a team of 19 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.

Additionally, in the Senior All Schools Boys Champion School, the Pahlke Cup, Winmalee High came 2nd and Winmalee came 3rd in the Senior All Schools Girls Champion School, the Macquarie Shield.

Over the last 10 years, for the various championship trophies, Winmalee's team has now been placed; 1st (three times), 2nd (four times) and 3rd (five times).

Individual Student Match Results

Year 7 – Charlie Paxton – Gold Medal Female Junior Black Belt Division; Mae Price – Gold Medal Female Junior Black Belt Division; Joshua Price – Gold Medal Male Junior Black Belt Division; Nicolas Del Carmen – Bronze Medal Male Junior Yellow Belt Division.

Year 8 – Alexander Hughes – Silver Medal Male Junior Yellow Belt Division; Nathan Treble – Silver Medal Male Junior Yellow Belt Division.

Year 9 – Matthew Curtis – Gold Medal Male Intermediate Blue Belt Division; Luke Stathakis – Gold Medal Male Intermediate Red Belt Division; Caleb Frost – Gold Medal Male Intermediate Yellow Belt Division; Scott MacCormick – Silver Medal Male Intermediate Yellow Belt Division; Cleo Price – Bronze Medal Female Intermediate Black Belt Division.

Year 10 – Xuanying Lin – Silver Medal Female Intermediate Yellow Belt Division; Marcus Kearns –

Bronze Medal Male Intermediate Black Belt Division; Lilyann Partridge – Bronze Medal Female Intermediate Blue Belt Division.

Year 11 – Siobhan Harrison – Gold Medal Female Senior Black Belt Division; James Schuler – Gold Medal Male Senior Blue Belt Division.

Year 12 – Ben MacCormick – Gold Medal Male Senior Blue Belt Division; Adam Roth – Silver Medal Male Senior Black Belt Division; Marcus Harrison – Silver Medal Male Senior Black Belt Division.

Rugby League

During the year Winmalee entered two teams in rugby league competitions. The Boys' U/14's took part in the Captain's 9's carnival, winning one from three games. They were particularly close in the second game they lost. The Girl's U/14 team, in combination with girls from Springwood HS participated in the Panther's Term 3 competition where they finished third.

Rugby Union

Winmalee had a number of teams take part in tournaments this year. The Boy's U/15's were part of an U/16 Ruby 7's gala day held in Windsor. Despite the age disadvantage, they were able to finish third. The Boy's U/13's took part in the NSWRU Western Sydney 7's tournament. They managed one win, but two of their losses were against sports high schools (Hills Sports and Westfield Sports).

However, the Girl's U/13's were able to win through their section of the same gala day. They were the Western Sydney representatives in the State finals held in Newcastle, which was a terrific effort for a group of people who never played before.

The Girls U/14's and U/16's rugby 7's finished the year with powerful displays against teams from William Clark College in term 4.

Ski Racing

Ski racing this year saw a squad of 35 students represent the school at Thredbo against the competition which was predominantly private schools in NSW. Fantastic results were achieved considering we are up against the elite private schools who have full time coaches and we were able to match it with them in a variety of races. Two of our boys, Ryan Mulvaney and Sam Patterson made it to the National Interschools competition in Boardercross.

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 Holly White and the Sportsman is Tiago Ribiero. Both of these athletes represented the school,

Zone and Sydney West in Cross Country, Athletics and many knockout sporting teams.

The Sportswoman of the year for 2018 was Lillian Patterson. Lily saw great success progressing through the various sporting carnivals and making it to the CHS level in Swimming, Cross Country and Athletics. She was also a member of the Opens girls' football team.

The Sportsman of the year was awarded to George Ajok for his outstanding progression to the CHS level in both Cross Country and Athletics. George was also a member of the Open boy's football team and was a great asset to the team.

Thank you to all of the staff who have assisted in coaching/managing a sporting team this year and for all the efforts they have put into making sport at Winmalee High an enjoyable experience for all of the students. As well congratulations to all students who have participated in a sporting team or event this year. Their effort has been greatly appreciated by the school. Finally, a big thanks to all of the parents who have assisted with transporting our students to their various sporting commitments for the school. Without your assistance and commitment to your child and the school, it would be impossible to offer so many opportunities to our students.