

Inverell High School

Annual Report



2016



8122

Introduction

The Annual Report for 2016 is provided to the community of Inverell 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.

Ms Penelope Colley

Principal

School contact details

Inverell High School

Brae St

Inverell, 2360

www.inverell-h.schools.nsw.edu.au

inverell-h.School@det.nsw.edu.au

6722 3777

School background

School vision statement

Inverell High School has a strong, 75 year tradition of inspiring students to achieve their personal best, by following our school motto, 'Contendo Procedere' – Strive to Achieve. This, coupled with our school mission statement, 'Proud to provide excellent standards in a caring and stimulating environment', informs Inverell High School's vision for the future in educating the young people of our community.

The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes. High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in student learning, and parents, school leaders and teachers work together in mutually supportive ways. There is a strong sense of belonging and pride in the school.

School context

Inverell High School is situated in northern New South Wales. It is one of two public high schools in the township of Inverell and its Sapphire Community of Schools. Student population includes 18% Aboriginal and Torres Strait Islanders and a Support Unit including classes for mild, moderate and severe intellectual disabilities, as well as a Multi-Categorical class. A strong and well recognised culture of inclusion and achievement is supported by extensive welfare policies and initiatives. The school ensures students have a balanced, well-rounded education with access to a diverse range of academic, sporting and cultural opportunities. There is a strong tradition of student and parent participation and the school maintains productive links with local businesses and organisations.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

The results of this process indicated that in the School Excellence Framework domain of Learning, Inverell High School is delivering. The strategic directions in the school plan illustrate the emphasis the school has placed on improving student learning. Currently every student has developed Personal Learning Goals. These goals are evaluated each term along with developing a calendar of upcoming events and assessment tasks. This has resulted in students having greater responsibility for their learning and improving parent knowledge of expectations of students. The ongoing aim is to ensure the student performance continues to improve; the school has a culture where staff are setting high expectations of students who have the opportunity to develop critical thinking skills.

Through the Tell Them From Me survey conducted in 2013 the school was able to ascertain that wellbeing was a priority for the school. The school has introduced Mind Matters and has provided professional learning to improve expectations of behaviour. It encourages all students to recognise and respect cultural diversity. This has resulted in staff developing a greater understanding of the importance and link between relationships and learning. The Wellbeing Framework will be used to provide a structure for supporting student wellbeing. Professional learning for staff will continue in an effort to continue to improve staff awareness of the importance of wellbeing, to improve student learning outcomes.

The school has a broad curriculum for students. The school has introduced a Stage 5 elective to allow students to improve their research and higher order thinking skills. A Learning Centre has been established, which averages 15–20 students using this resource each day. The school prides itself on providing a range of extra-curricular activities for students. These include cultural activities and sporting such as school musical, debating, public speaking, chess and a comprehensive range of sports. Students have been very successful in a number of areas, eg 4th in the senior debating in 2015, 3rd in the state for open cricket in 2016, top 4 in the state in the open rugby league in 2016 and 8th in the state in open netball 2016. It is important that in moving forward, the school develops strategies to improve engagement of parents in their student's progress at all stages, and staff improve knowledge of innovative teaching methods.

The results of this process indicated that in the School Excellence Framework domain of Teaching, the school is delivering.

There is an expectation that a clear scope and sequence is developed for all subjects which includes the assessment strategies to be used for assessment for learning. Teaching and learning programs include teaching strategies to be implemented. The school has a common template to evaluate teaching and learning programs. The template asks staff to analyse assessment and teaching strategies used, and use the information to revise teaching and learning programs. This has resulted in all staff regularly revising teaching and learning programs. A focus on improving teaching practice continues to be a school priority.

The executive analyse data to inform decisions. There is a thorough process for analysing HSC results which all staff prepare and this is used to improve teaching practice for future years. A greater emphasis on data analysis is required by all staff in future years. As the school introduces aspects of the John Hattie research, there will be a greater focus on establishing valid assessment strategies which will enable staff to measure effect size.

KLA's within the school generally work collaboratively to develop teaching and learning programs. The professional learning teams are providing opportunities to work across faculties to analyse teaching practice and assessment measures. As staff become more confident in providing feedback for observations, this practice will become embedded in school culture. Professional learning in providing effective feedback is a priority for 2017.

Staff is encouraged to participate in professional learning to improve the quality of their teaching in order to improve student learning outcomes. There was an effective Beginning Teacher Induction Program this year, with ongoing targeted support to meet their individual needs. The school has also developed a procedure to endeavour to improve succession planning within the school. A greater focus on supporting teachers to achieve higher levels of accreditation, is required. The school also needs to revise teaching strategies for improving literacy and numeracy outcomes.

The school has a strong process in place for assisting staff working through the PDP process. Teachers are working collaboratively to contribute to whole school programs and priorities. Moving forward, teachers need to actively share expertise. This will be crucial as staff move to achieve higher levels of accreditation.

The results of this process indicated that the School Excellence Framework domain of Leading, the school is delivering.

The school has a culture of high expectations. We endeavour to engage parents and the community in a range of school-related activities. The school promotes activities through Sentral and social media. Parents participation at school functions has improved over the past 12 months. Through the implementation of the parent portal in Sentral it is hoped that parents will be able to take a more active role in monitoring their child's performance.

The school plan clearly articulates the school's vision and the strategic directions. The plan was developed in consultation with the whole school community. The school is working towards achieving the milestones. As the new planning process begins in 2017, the school will use data to inform decisions about future directions. A greater emphasis on collaboration with key stakeholders will be a priority. The school also needs to develop more effective strategies for providing feedback to all stakeholders.

School resources are used to improve student learning outcomes. The school has begun to use facilities creatively to provide better learning environments for students. The introduction of a Learning Centre in the Library has resulted in greater use of the Library in general. Classroom environments are being updated to allow for greater collaborative learning and a positive atmosphere for learning.

The school's management systems, structures and processes are continually being improved. The school website is currently being updated to communicate explicit information about the school's policies and procedures. The policies and procedures are being updated regularly to address the school's priorities, and reflect executive strategic planning to build a sustainable, community responsive learning environment.

The school has developed processes for leadership pathways to promote succession planning. The school executive structure will change over the next three years and, as such, the priorities for leadership within the school need to be assessed to ensure that new positions will best support the school's priorities and future directions.

Overall the school is delivering in all areas of the School Excellence Framework. Through the process of validation, the school has gained a greater understanding of future directions and priorities to improve school management and student learning outcomes.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

A supportive environment with a focus on student welfare and citizenship.

Purpose

To create a school culture which provides our students with the knowledge, skills and experiences to achieve their personal goals and become respectful and informed citizens in a constantly changing world.

Overall summary of progress

All students have developed Personal Learning Goals. This was very successful in communicating with parents and ensuring students are focused on achieving their goals. Students revisited their goals each semester to update their progress. A study skills day was conducted for Year 10 students before entering Year 11. Year 11 students participated in a Connections day which focused on pastoral care and team building in term 1. Inverell High School was selected to pilot the Wellbeing Self-Assessment Tool for Schools. This resulted in the school gaining a greater understanding of the Wellbeing Framework and areas of strength. We will continue to work towards delivering in those areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement of the data provided in the 'Tell Them From Me' data.	Overall there has been improvement in some areas in the Tell them from Me data from 2015–2016 including: <ul style="list-style-type: none">• Increase in students with positive sense of belonging – girls 39% to 42% and boys 58% to 59%• decrease from 27% to 23% of students identifying with low levels of optimism.• advocacy at school increasing from 2.8 out of 10 to 5.5 from 2015 to 2016.	<ul style="list-style-type: none">• \$20000 – Welfare Programs• \$36000 – Welfare Teacher
Increased number of students involved in leadership and citizenship opportunities.	<ul style="list-style-type: none">• The school provided a range of leadership and citizenship opportunities including: Leadership camps, peer support, community functions and ceremonies ie white ribbon march, help a shopper, SRC, Duke of Edinburgh.	<ul style="list-style-type: none">• \$20000 – Welfare Programs
Students have achieved their Personal Learning Goals.	Every student developed Personal Learning Goals at the beginning of the year. Activities and evaluation was carried out at the beginning of each term. A focus last year was placed on improving student organisational skills.	<ul style="list-style-type: none">• \$2000 – Welfare Programs
Measures of improvement against the Student Wellbeing Framework and School Excellence Framework.	<ul style="list-style-type: none">• As part of the evaluation of Wellbeing Self-Assessment tool for schools it was evident that we provide a wide range of wellbeing initiatives across all domains.• The school was delivering in all areas of the School Excellence Framework which related to student wellbeing.	<ul style="list-style-type: none">• Welfare Programs

Next Steps

- Students will continue to develop Professional Learning Goals. The communication to parents after term 1 needs to be evaluated.
- Ongoing evaluation of Wellbeing programs used within the school.
- Move from delivering towards excelling, in areas of the Wellbeing Framework and School Excellence Framework.

Strategic Direction 2

An innovative curriculum that meets the diverse needs of all students.

Purpose

To ensure that the curriculum is personalised and differentiated for every student to enable them to become confident, independent and creative learners.

Overall summary of progress

The Learning Centre has continued to support students to complete work and assist staff with adjusting curriculum to meet students needs. There has been an increased number of students using both the library and Learning Centre. There has been a significant reduction of students receiving N Awards.

The School has employed a School Administrative Officer who is responsible for updating the school website, and increasing the number of positive posts and information shared on social media. As demonstrated in the Partners in Learning survey this has been recognised by parents as improving communication about the school.

Inverell High School continues to offer a diverse curriculum that caters for the needs of all students. The year 9 and 10 elective "Horizons" continues to support our Gifted and Talented students to improve their higher order thinking skills. The school has a wide range of Vocational and Education courses available and other Board Developed Courses. In 2016 the school also had a year 8 class for those students struggling with literacy. As part of our Professional Learning Teams, staff have continued to focus on differentiating teaching and learning programs to ensure all students are able to access the curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students, including Aboriginal and Torres Strait Islanders, will meet school and state benchmarks in academic achievement, retention and further training and employment.	<ul style="list-style-type: none">• From year 11 to 12 in 2016 there was a 93% student retention rate, with 3 students leaving for alternate education and 2 for employment.• Year 12 students who graduated in 2016; 55% gained University entry, 32% went into a position of employment and 8% study other than university.• HSC results showed that 9 subjects achieved a class average above stage average• The Clontarf Academy data indicated that Aboriginal Boys' attendance was 89%.	
All teaching/learning programs display evidence of differentiation.	As part of staff professional development it was agreed that all staff would focus on standard 1.6.2 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	

Next Steps

- Professional Learning through Corwin to implement Visible Learning throughout the school.
- Staff will implement strategies to improve critical thinking skills and prepare students to succeed in the modern world.

Strategic Direction 3

Engagement in school life for all, that is relevant, engenders resilience, is reflective and future focused.

Purpose

To foster successful learning that inspires students and staff to achieve their potential through focusing on participation and recognition of their achievements.

Overall summary of progress

The school provides a wide range of opportunities to improve student engagement at school. This includes a STEM excursion, Platinum excursion, Strong Smart and Deadly girls group, Clontarf Academy and a broad range of curriculum. Professional Learning Teams focussed on feedback and curriculum differentiation with staff having common standards as part of their Professional Development Plans. The teams continue to be a successful method for staff to share strategies and complete lesson observations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers seeking accreditation at proficient or at higher levels are successful in gaining and maintaining their accreditation.	<ul style="list-style-type: none">• All staff who applied for proficient or maintenance were successful in gaining accreditation.	<ul style="list-style-type: none">• \$20000 – Beginning Teacher Funding• \$15000 – Professional Learning
Professional Learning is provided for staff to build capacity of teaching/learning which is future focused. A greater emphasis on working together as a Community of Schools.	<ul style="list-style-type: none">• Professional Development form Michael McQueen delivered to the Community of Schools.• Introduction of ALARM and investigation of STEM strategies and other programs to enhance student learning.	<ul style="list-style-type: none">• \$15000 – Professional Learning

Next Steps

- Community of Schools to continue working together, particularly with the Visible Learning Project.
- Ensure all staff are prepared for the accreditation process.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • During 2016 the school continued to employ our Aboriginal Education Worker to work with Aboriginal students and liaise with the community. • A senior qualified Norta Norta tutor was employed for four days a week to work with students to complete assessment task and assist with class work. • In 2016 two full time Norta Norta tutors were employed to work with junior students to provide support in class. • The Strong Smart and Deadly girl's initiative ran each Wednesday afternoon. This program is designed to improve Aboriginal girls' self-esteem and engagement at school. • Two staff were trained in Stronger Smarter. • Support was provided to Aboriginal students to access curriculum and extra curricula activities. • Funds were held as we were unsure of cost on continuation of the Clontarf Academy. 	Total funding : \$190926 <ul style="list-style-type: none"> • \$457586 – AEW Wage • \$42046 – NN Qualified • \$76294 – NN Unqualified • \$15000 – Curriculum etc
English language proficiency	<ul style="list-style-type: none"> • A teacher was employed one day per week to assist students with English as a Second Language. 	Total Funding: \$20568 <ul style="list-style-type: none"> • 1 day per week Teacher wage.
Low level adjustment for disability	<ul style="list-style-type: none"> • School Learning Support Officers were employed to assist students within classes. • Students with learning disabilities have been supported within the classroom and provided with enhanced learning opportunities to improve learning outcomes. 	Total Funding: \$68009 <ul style="list-style-type: none"> • \$66009 – SLSO Wages • \$2000 – Programs
Socio-economic background	<ul style="list-style-type: none"> • Welfare programs implemented to support student well-being. • Staff employed to support the Learning Centre and increase curriculum choices. • Classroom and playground upgrades to improve the learning environments and cater for collaborative classrooms. • SASS member to improve community engagement. 	Total funding: \$ 265451 <ul style="list-style-type: none"> \$36000 – Welfare Teacher \$36000 – HT Admin Top Up \$14000 – Chaplain Top Up \$38000 – SLSO Wage \$20000 – SASS Community Engagement \$36500 – Curriculum Implementation \$40000 – Classroom and Playground Upgrades \$441591 – Welfare Programs
Support for beginning teachers	<ul style="list-style-type: none"> • Each beginning teacher was released from class for 2 hours per week and provided with a mentor who was released from class for 1 hour per week in their first year. • Each teacher in their second year of teaching was provided with 1 hour per week release from class. • A school based induction course was conducted. 	Total Funding – \$70970 Teacher wage to cover relief from face to face.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	311	312	307	296
Girls	290	293	315	299

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

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.5	92.2	92	90.5
8	89.6	90.4	90.3	85.5
9	83.7	87	89.3	88
10	84.1	86	88.3	89.4
11	86	87.5	85.8	85.9
12	86.9	84.4	89.6	85.9
All Years	87.2	87.9	89.2	87.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	4	1
Employment	1	8	32
TAFE entry	2	3	8
University Entry			55
Other			
Unknown			

Year 12 students undertaking vocational or trade training

Vocational education is strongly supported by fully qualified VET teacher and student enrolments are strong. In Year 12, 25% of total students were enrolled in framework courses or 11% were involved in the SBAT program.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students in the HSC year attained their HSC or equivalent Vocational education qualifications. This included Frameworks Courses and TVET Courses. 100% of students who studied one or more vocational education subjects achieved Certificate II or Statement of Attainment towards Certificate II.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	31.4
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	13.48
Other Positions	6.2

*Full Time Equivalent

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

Currently Inverell High School has 3 permanent Aboriginal staff members, 1 Teacher, 1 School Administrative Officer member and 1 Aboriginal Education Worker.

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	17

Professional learning and teacher accreditation

In 2016 Inverell High School, 30% of staff are working towards being recognised as proficient in the Australian Professional Standards for Teachers. One staff member also attained highly accomplished.

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

Financial information

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

A full copy of the school's 2016 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.

Income	\$
Balance brought forward	823 196.54
Global funds	675 185.98
Tied funds	863 474.45
School & community sources	247 491.11
Interest	20 082.47
Trust receipts	87 609.30
Canteen	0.00
Total income	2 717 039.85
Expenditure	
Teaching & learning	
Key learning areas	138 071.71
Excursions	95 636.11
Extracurricular dissections	103 127.63
Library	1 850.47
Training & development	21 464.35
Tied funds	896 373.96
Short term relief	184 203.39
Administration & office	152 909.29
School-operated canteen	0.00
Utilities	109 305.38
Maintenance	52 109.70
Trust accounts	63 841.56
Capital programs	16 249.17
Total expenditure	1 835 142.72
Balance carried forward	881 897.13

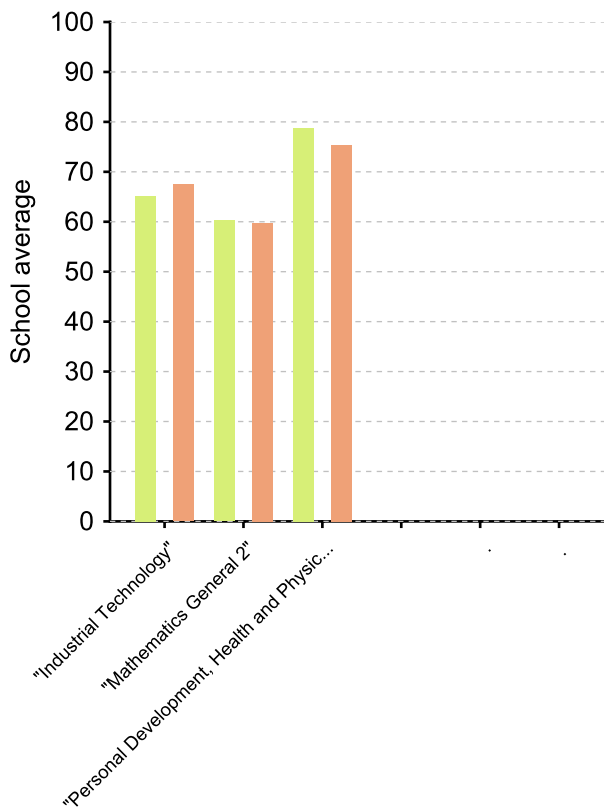
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

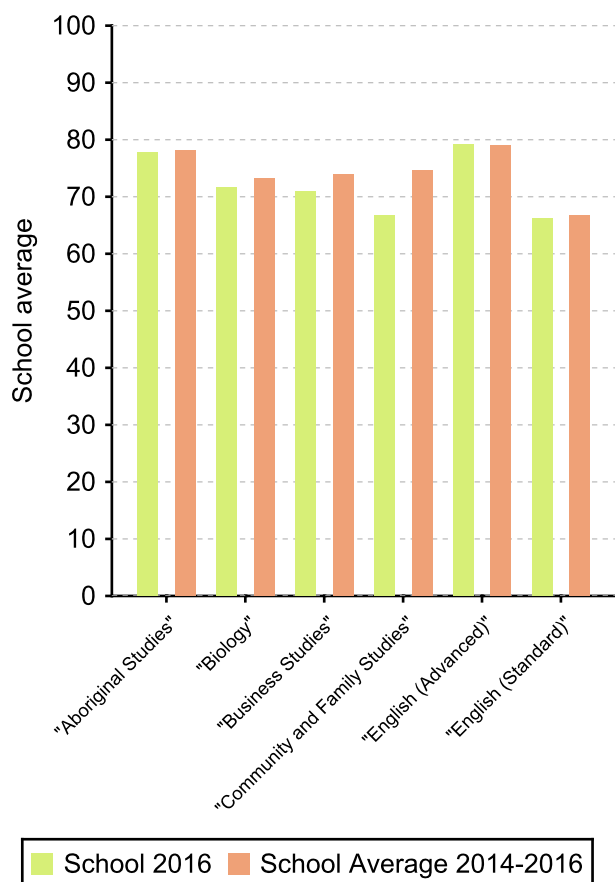
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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



Higher School Certificate (HSC)

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



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

Parent/caregiver, student, teacher satisfaction

Inverell High School utilised the Partners in Learning Survey that is based on a comprehensive questionnaire covering several aspects of the parents' perceptions of their children's experiences at home and school. This survey also provided feedback to the school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Where available, the results for Inverell High School are compared with those of other NSW Government schools.

For this survey the following parent perspectives represented areas of strength:

- parents feel welcome when they visit the school.
- written information from the school is in clear, plain language.
- the school's administrative staff are helpful when I have a question or problem.
- reports on my child's progress are written in terms parents understand.
- teachers encourage their students to do his or her best work.
- teachers expect homework to be done on time.
- teachers expect their students to work hard.
- teachers expect students to pay attention in class.
- students are clear about the rules for school behaviour.
- students feel safe at school.

- students feel safe going to and from school.
- 86.4% of parents felt the school was able to access specialist assistance for their child when needed.
- 87% of parents were expecting their child to complete Year 12.
- 79% of parents found text messages useful.

The survey also gave the school some valuable feedback to improve processes and support in the following areas:

- Parents do not feel informed about their child's social and emotional development
- Overall many parents do not support learning at home.
- Parents would like their child to have more homework.
- Parents felt some teachers did not maintain control of their classes.
- Parents want more action to prevent bullying.
- General communication with parents could be improved.

Inverell High school will continue to address concerns raised by parents and strengthen parent relationships.

Policy requirements

Aboriginal education

Inverell High School has continued to deliver our high standard of culturally appropriate and innovative programs directed at improving the education achievements of our highly valued indigenous students.

Aboriginal Studies classes are offered from year 9 through to year 12. Aboriginal Studies is becoming a very popular subject choice at Inverell High as it provides a unique experience for both Aboriginal and non-Aboriginal students. It involves the study of Aboriginal history and culture and its fundamental connection to the Australian identity and the contribution of Aboriginal cultures and communities to Australian society.

Inverell High School continues to support and be represented at the Inverell AECG. This group and these meetings provide community collaboration and cooperation for all schools and services in the Inverell district.

The Strong, Smart and Deadly Girls Program was active in 2016. The program aims for students to develop enriched attitudes and habits towards education as well as gaining vital health, legal and personal care information and understanding. The program hopes to strengthen the connection of our Aboriginal girls to both school and community, and all parts of the program have a high community cultural focus.

The program provides a variety of lessons and experiences on appropriate behaviour in different situations, resilience and social skills, public speaking skills, sporting activities, cooking, eating out and nutrition, personal care, anger management and conflict resolution, sexual and mental health wellbeing, drug and alcohol information.

Visits from local community health workers, Armajun Health and services such as police, domestic violence, drug and alcohol workers, local business and community members and Aboriginal elders, occur regularly so students can learn more about themselves and their community, where and how to locate or contact support, and how to develop better coping skills and improved resilience.

Throughout 2016 members of the Inverell Clontarf Academy participated in a variety of activities both within and outside their community. The academy finished the 2016 year with over 50 members.

Working in partnership with the school, Clontarf has been able to attract and maintain Aboriginal boys attendance at school and have them representing the school in a variety of events.

Students involvement in community activities such as the ANZAC Day march provided a great experience for the boys. Academy members marching through the streets of Inverell to raise awareness for domestic violence at the White Ribbon Day March sends, a

powerful message to the community.

This year, the Myall Creek Memorial Service was well attended. A number of students and staff represented Inverell High School.

NAIDOC Week was a wonderful week of celebrations at Inverell High School this year. The Tuesday saw our NAIDOC Week school assembly with a guest speaker. Tuesday lunch we held our annual NAIDOC Week awards, where many of our students were recognised for effort and excellence in sporting, academic and community areas.

Norta Norta tutors have been able to provide intensive one-on-one and small group assistance to improve basic skills that support improved students' outcomes in the classroom. Students not only have better skills, but are more confident and engaged in lessons. The additional support is essential for Aboriginal students in all years.

Multicultural and anti-racism education

Inverell High School has approximately 5% of students from Non-English speaking backgrounds. We have staff support to these students with extra tuition as required. We have two staff members trained as anti-racism officers who deal with any reports of

Other school programs

Maggie Thomas

The State Drama Ensemble was open to talented students attending public schools in NSW. Students had to nominate and audition with a 3 minute monologue. Maggie was selected as only one of 20 NSW students and attended the program in Sydney, where she developed a work for performance at the NSW Public Schools State Drama Festival.

Maggie's Design and Technology project was nominated for possible inclusion in Shape 2016, the annual exhibition of outstanding Major Projects developed by HSC Design and Technology, Industrial Technology and Textiles and Design Students. Shape exhibition will be at the Museum of Applied Arts and Science, Power House Museum, Sydney, 2017.

OnStage

As a group of three, Brendan Evans, Dean Davis and Maggie Thomas were selected for OnStage. This selection is remarkable, in that only 10 groups out of more than 800, are chosen to perform in the York Theatre at the Seymour Centre Sydney. The group performed to an audience of 800 people per show for 6 shows. in February 2017.

Jordan Harrington

Jordan was selected to attend the National School Constitutional Convention event in Canberra.

Claire Lennon

Clare was selected in the Under 18s Womens' NSW Country and ACT state cricket team. The team played at the National Championships and came third overall.

Sam Newmarch

Samuel's Design & Technology project was nominated for inclusion in Shape 2016, the annual exhibition of outstanding Major Projects developed by HSC Design & Technology, Industrial Technology and Textiles & Design students. Shape exhibition was held at the Museum of Applied Arts and Sciences, Powerhouse Museum, Sydney, 2017.

Samuel's Industrial Technology Timber Project was nominated and selected for inclusion in InTech 2017, the annual exhibition of outstanding Major Projects developed by HSC Industrial Technology students. InTech Exhibition was held at the Sydney Timber and Working Show, February 2017.

Declan Drake

Declan Drake has continued his passion for advocating on behalf of young people. He was selected as the Deputy Chair of the Youth Advisory Council and has served in this role throughout 2016. As part of this group, Declan has represented the interests and concerns of the youth of NSW. Declan was also successful in his application to represent NSW at the Federal Constitutional Conference in Canberra that took place in March 2016.

Open Boy's Cricket Team

Thomas Scoble (Captain), Sage Cook (Vice Captain), Declan Drake, Harrison Tasker, Samuel Newmarch, Mitchell Myler, Rory O'Neill, William Higgins, Jaxon Stafford, Joseph Smith, Mark Horneman, Taine Riley and Jack Stafford.

1. Runners up to Kirawee High School in the final of Davidson Shield for Comprehensive Schools.
2. Third in the state for the Davidson Shield Competition defeating Endeavour Sports High School.
3. Played in the NSW Champion Schools Trophy involving the top eight schools for cricket in NSW, defeated by St Ignatius High Riverview. This school went on to win the final.

Kelsie Dodd

Kelsie was successful in auditioning for the NSW Public Schools Aboriginal Dance Company. The company comprises of students selected from a pool of 1250 Aboriginal and Torres Strait Islander dancers. The company featured at both the State Dance Festival and the 2016 Schools Spectacular. Kelsie is to be commended for not only her outstanding performance, but also her commitment to mentoring younger students in the company.

Emi Campbell

Emi was successful in auditioning for the NSW Public Schools D'Arts Ensemble to perform at this year's School Spectacular. Emi was a featured dancer in the production and her performances thrilled audiences over four spectacular shows. She was an integral member of the Ensemble, always encouraging other students to do their best.

Amber Lavender

Amber was successful in selection for the NSW Public Schools State Dance Ensemble. The Ensemble consists of students from all public schools in NSW who are required to travel to Sydney on numerous occasions for rehearsals and performances. Amber performed at the NSW State Dance Festival and the 2016 Schools Spectacular. She is to be commended for not only her outstanding performances, but also her commitment to this program.

Jade Hills

Jade was successful in her audition for the NSW Public Schools State Dance Ensemble. This was Jade's second consecutive year with this group. She has performed at both the NSW State Dance Festival as well as the 2016 Schools Spectacular. Jade is to be congratulated for not only her outstanding dancing talent, but also her ability to work as part of a dynamic team.

Ashleigh Campbell

Ashleigh is to be congratulated on her selection as a featured artist in this year's School Spectacular. Her performance with her sister Emi was a highlight of the show. Not only is Ashleigh an exceptional talent, but she has also shown her ability to inspire those around her. The entire D'Arts Ensemble felt that they had a new best friend with Ashleigh.

Alexandria Jeffery

Alexandria was successful in her auditions for both the NSW State Dance Ensemble and the NSW Aboriginal Dance Company. She performed at both the NSW State Dance Festival as well as the 2016 Schools Spectacular. Not only is she an exceptionally talented performer, she has also been cited for her mentorship of the younger members of both the Ensemble and the Company.