

Winmalee High School Annual Report



2017



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Introduction

The Annual Report for 2017 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

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Message from the Principal

It has once again, been a very busy year at Winmalee High School. I am constantly amazed at how many activities we participate in addition to classroom learning. The opportunities for students are many.

The Learning Hub continues to fulfil a very important role in the school. The school has 5 high needs students in motorised wheelchairs who require full care from a wonderful and caring team of Support Officers. The Hub Team had Ms Holley-Hinchey appointed as the Learning and Support Teacher. Her team leads targeted literacy and numeracy programs such as Quicksmart and Macqlit with Year 7 and 8 students.

The main focus of the Hub is to provide learning support to children who require modifications and adjustments to their learning. Students requiring learning support all have detailed Individual Learning Plans to guide staff in the best way they learn and can access the curriculum and to ensure they feel included in the learning in their class. Students may attend the Hub to be assisted to understand what their assessment tasks require them to do and to help them plan out a response; during formal assessments student who have processing issues may attend the Hub so they can be given extra time to complete the task; some students require a writer or scribe, or others simply require being in a less daunting environment to complete a test or task.

This year the school has continued its focus upon writing in the senior school. This has been achieved through the use of ALARM (A Learning and Responding Matrix). ALARM provides a systematic way of learning and a systematic way of writing extended responses. Teachers are explicitly teaching students how to structure or scaffold a response to examination style questions. Students are able to make more comprehensive and organised responses to questions and do what is asked by the question. Over the next three years we will be explicitly teaching ALARM to Years 7–10 as well as Year 11 and 12.

One of the other strategic areas focused on in our school plan has been Health and Wellbeing. This year, we officially became a Positive Education school. This means the school uses a Positive Psychology approach to supporting the education, health and wellbeing of students and staff and broader school community. This will be a 'phased in' process over the next 3–5 years. It essentially invites a strengths-based approach to dealing with life; encourages a 'growth mindset' be used by both teachers and students; where the terms "I can't do this" becomes "I can't do this yet"! It encourages optimism rather than pessimism and invites pessimists to learn to be optimists; it values deliberate practice, accepting and applying feedback and learning to persist through challenges. It is designed to teach people how to flourish and develop grit or mental toughness.

This year has seen the introduction of the 'Be on time; Be ready for learning' music which plays at the end of each break for 3 minutes. The music is the timeframe students have to arrive at class. It has made the journey to class seem happier and more joyful. It has achieved the goal of having students arriving on time to class.

Extended lessons are held once a term, to allow staff to explicitly teach students about particular behaviour expectations – positive behaviour for learning. Our lessons this year focused upon:

- Our school hashtag #IStandUp with the focus moving from bystander behaviour to upstander behaviour. ‘Upstanders’ stand up for themselves and others appropriately; they stand up for what is ‘right and good’; stand up for keeping themselves and others ‘safe, respected and being able to learn’. Too frequently bystanders are witnessed doing nothing!
- Reasonable requests and reasonable responses. The expectation is that teachers make reasonable requests of students and students are expected to respond in a reasonable way. This is about building positive and respectful relationships between staff and students. It also acknowledged that all people are in charge of what they do and say. Teachers included.
- The reward system for exceptional attendance has been continued this year. A 100%attendance BBQ held each semester is proving very popular with all eligible students being put in an iTunes card draw. Students with high level attendance (95%or above) are acknowledged through an attendance commendation letter. Improving lateness and attendance, is a major focus in 2018–2020. There is a strong correlation between attending regularly and being successful at school.

The school continues to maintain its Japanese sister school relationship with Arima High School. During July–August 2018 the school will have a visit for a week and in January 2019 approximately 17 students will undertake an overseas excursion to Japan for two weeks. This includes a visit to Arima High School, located in the Sister City of Sanda in the Hyogo Prefecture. The students are hosted by local students and their families for 5 days.

Ms Robson worked with students and families where possible to review the Personalised Learning Pathways (PLP's) of Aboriginal students. Ms Robson from the PDHPE faculty and Ms DalSanto Relieving Deputy Principal oversee the Aboriginal Programs and are responsible for the monitoring and counselling of Aboriginal and Torres Strait Islander students and liaising with parents,regularly attending the Aboriginal Education Council Group (AECG) meetings and seeking the support of Aboriginal Elders in relation to Aboriginal matters.

Please enjoy reading the achievements, improvements in the school and the opportunities offered by the school in 2017.

Message from the school community

In 2017, Winmalee High School P&C worked with the school to support the local community in keeping with P&C Federation goals and to give the students the best school community we possibly can.

It was decided this year that the P&C would try a different fundraiser instead of ARTFEST as ever one is busy due to full time work and time poor as a result. The P&C decided to go with Comedy for a Cause. The night went well, all that attended seemed to enjoy themselves, although numbers were not as high as we would have liked, it was still a success and we look forward to doing it in the coming year, with a little bit of fine tuning.

The other major change for the P&C was the relinquishment of the Canteen from the P&C to the school. The main contributing factors for this was the inability of the P&C executive to be able to effectively manage and operate the canteen under the new guidelines with the implementation of the Healthy School Canteen Policy. The P&C Executive all work fulltime and were unable to put in the time needed to keep the canteen P&C operational.

Without the strong relationship and support the P&C have with the school executive in particular the Principal Ms Middlebrook, the venture would not have come to fruition. It was a very hard decision to have made. The executive staff of Winmalee High School and other faculty staff are always there to help and answer any questions that the P&C have asked or requested.

Ms Middlebrook is always a keen contributor at our P&C meetings and when she is absent there is always an executive present. Ms Middlebrook regularly presents up to date factual information regarding what is happening in our school and surrounding school communities, as well as organising special guest presenters to come to our meetings. One of those presentations included the Head Teacher Wellbeing, Tara Cameron and the programs that are running within the school to aid in student wellbeing. This session led to the P&C endorsing two applications for funding grants. One grant was successful in relation to the Let's Rejuvenate program.

The School's SRC representatives come along to the meetings and talk to the P&C about the activities SRC have planned etc. This is great for the P&C in understanding issues and topics from the students' perspective. Parents and friends find it interesting and informative to find out what issues are of concern to students. Throughout the year members from the P&C attend the different school events such as: Parent Information days & evenings, Report Evenings, Meet the teacher evenings, Presentation Nights, Showcase Evenings, the School Musical and the School Play.

Winmalee High P&C attend these events 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 wider community, with membership remaining at a stable level. We have a troupe of dedicated members and executives who pride themselves in being able to assist in giving the students of our school every opportunity that is available to them. We look forward to our continued partnership with the school and providing much needed funds for 2087.

Kind Regards

Monique Dentrinos

Winmalee High School P&C President

Message from the students

The SRC or Student Representative Council was ably led by the Captains, Nicholas Mahoney, Hanna Kadi and Vice Captains, Georgia Fodor and Leyton Bryce. They are exemplar leaders and will be wonderful citizens in the future. They have an exciting future ahead of them.

The SRC are very active in the school. They have continued to sponsor a World Vision child and represent the school in all community marches. They are responsible for organising fundraisers including The World's Greatest Shave; the Alex Day welcoming Alex back to school after what has been a miraculous recovery from spinal injury; raised funds for the Local Fire Brigade at Warimoo; donations for Ataxia and held Bandana Day to raise funds for Kid with Cancer. They have promoted wonderful causes including RUOK Day, Wear it Purple Day and White Ribbon Day. The generosity of our students and staff in supporting and giving to those less fortunate than themselves is one of the great qualities of the school and its community.

'Spirit Week' has become a regular feature in the school year. The aim during this week is to reflect upon the values that make the Winmalee school and community such an amazing place. It affirms our respect for each other, our caring and kind nature, our cooperative nature; our willingness to help others; to look out for others and to provide help when it is needed; it also emphasises the importance of having a good sense of healthy fun and laughter. It is designed to build on the spirit of relationships between students and students and staff.

School background

School vision statement

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

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

School context

Winmalee High School is a public co-educational Year 7–12 High School situated in the Blue Mountains. The school has 870 enrolments, with 31 Aboriginal students and 60 Language Backgrounds Other Than English students. WHS has 59.2 teaching staff, 10.8 non-teaching staff and 12 support staff. The school effectively implements Positive Behaviour for Learning, taking pride in being Safe Respectful Learners.

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

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

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

Learning culture – The school is sustaining and growing through its strong commitment to creating a learning culture both in and outside the classroom. The initial work on growth mindset has certainly added value to this culture. Extensive opportunities are provided for students to achieve academically and across a breadth of other co-curricular areas. Our PBL culture remains strong to maintain clear expectations regarding students' behaviour with lessons on Positive Education and understanding feedback in relation to growth mindset.

The school demonstrates it is sustaining and growing its learning culture, as it is highly committed to ensuring student learning needs are met in a positive, respectful and inclusive environment. The focus on feedback and growth mindset explicitly outlined the purpose of feedback and the need for teachers to provide supportive and constructive feedback and for students to understand its purpose, and not see feedback as personal criticism.

Systems for rewarding and maintaining positive behaviour are evident for attendance, growth mindset, academic commitment, safe and respectful behaviour, with the school merit system supporting positive learning and behaviour culture across the school. The Learning Hub programs shows the school is sustaining and growing when it supports and includes students with special needs by providing a diverse range of programs both internal and external, to meet their varied their needs.

Wellbeing – The school is excelling in terms of the wellbeing of staff and students by systematically and effectively employing a whole school approach under the framework of Positive Education. Wellbeing has been defined using the

WHO definition. The school has now adopted the PERMAH (Seligman) Model and has mapped this against the Department of Education's Wellbeing Framework. All programs implemented across the school have been mapped against both frameworks so that the school can clearly identify the benefits to creating positive emotions, assisting engagement, developing and maintaining positive relationships, finding meaning and purpose, providing a sense of achievement and accomplishment and promoting the health of individuals. In addition, professional learning has focused upon supporting staff to use the language of growth mindset and to provide meaningful and explicit feedback to students has demonstrated that the school is excelling regarding wellbeing.

Curriculum and learning – The systematic way the school develops Individual Learning Plans and Personalised Learning Plans for Aboriginal students and the way staff are supported to understand the learning strategies that work best for these students in classrooms shows the school is sustaining and growing. Parents and students have confirmed these plans as being appropriate and helpful. System improvements include use of Google docs to record adjustments to strategies and to acquire a knowledge of specific learning needs. The Year 6 into 7 Ready for High School Program goes beyond what would be considered "normal" and reinforces that the school successfully plans and consults about pathways for transitioning to high school with all students transitioning with minimal distress to students and parents.

The school demonstrates it is sustaining and growing when it works successfully with feeder schools, TAFE and other organisations and alliances to support successful school transitions. It actively collects data through exit surveys for instance to check on the effectiveness of support. The strong learning alliances used to deliver many of the schools extra-curricular programs shows it is sustaining and growing.

Assessment and reporting – The school continues to implement a systematic process for HSC Monitoring. The implementation of explicit processes to collect, analyse and report on HSC SMART and RAPS package data promotes reflective practice. Teachers are aware of trends in student achievement levels and reflect upon student learning and their teaching practices as a result of the analysis, demonstrating it is sustaining and growing. All teachers have monitoring folders for Year 11 and 12. The school systematically and positively recognises and celebrates participation and excellence through Recognition of Student Excellence breakfasts each Semester. Commendation letters, acknowledgement of cross curricular participation all demonstrate the school is sustaining and growing through its assessment and reporting practices.

Student performance measures – The school is delivering for this domain. Its external data showed that students in Year 7–9 are showing lower levels of performance; that growth or value added data is not at expected growth. After extensive review and analysis of faculty programs it was found that teachers had not embedded the strategies within their teaching and learning programs. In previous years monitoring of implementation of strategies was strong but did not extend to ensuring they were explicitly embedded in teaching and learning programs. Some data has been presented to demonstrate the impact on student learning and performance measures. Student work samples of writing in assessments are improving in the senior school as a product of effective teaching of ALARM. Current data suggests that ALARM would be effective if taught explicitly in Years 7–10 as well. The results of this process indicated that in the School Excellence Framework domain of Teaching the school is 'sustaining and growing'.

Effective classroom practice – Through the HSC Monitoring and Analysis process; Reflective Practice and the PDP Process in achieving School Plans and Goals, the school is sustaining and growing. Systems have been developed to allow all teachers to use student data, internal and external to continue to improve and modify learning programs. In the junior school, whole school analysis of data has led to the revision of specific strategies in programs to further focus on comprehension skills and vocabulary development across all KLAs. The audit of programs to revise Super Six skills and embed literacy and numeracy strategies has been a focus for all subjects. A focus on specific feedback to support student improvement has seen a variety of best practice strategies integrated into classrooms which focus on building students receptiveness to feedback and supporting a growth mindset.

Data skills and use – Teachers use student performance data to evaluate student learning and the effectiveness of their teaching practices and programs. This reflection on data is used to make adjustments to learning, and differentiate tasks and assessments as appropriate to support students. In the senior school, whole school and individual subject analysis of HSC results indicated that subjects which used the ALARM (A Learning & Response Matrix) for supporting extended responses saw growth in student results. The scaffold is used as an assessment instrument to provide specific feedback on areas that require development. The analysis of the Results Analysis Package has been used to identify data patterns to inform programming, teaching learning sequences or specific skills which need addressing to support student learning. The analysis of results is shared with the school community including whole school staff, senior students and P&C, allowing the school to demonstrate it is 'sustaining and growing' in its analysis of and use of ,and share and celebrate school successes.

Collaborative practice – The work in preparing the school for NESA Accreditation and Registration has seen a whole school, cross faculty and faculty focused review of all Teaching & Learning programs. The executive team worked collaboratively to develop checklists and resources which all teachers could refer to in auditing programs, assessments and scope and sequences. All teachers worked collaboratively to begin to audit programs, understand areas for improvement and reflect on the aspects of quality teaching and learning programs after feedback was provided from the school audit team. As evidenced by the whole school audit of programs, the school is 'sustaining and growing', showing a comprehensive set of resources and programs in KLAs.

The PDP Process continues to provide a structure for staff to meet goals which support whole school planning areas, and reflect on their own practice through observation. Feedback from peers is used to support each teacher's practice, and work constructively toward developing evidence toward meeting personal goals. The number of staff linking goals to teaching standards at Highly Accomplished and Lead demonstrates that the school is sustaining and growing through leadership in the area of collaborative practice. The continued strength and success of whole school programs focus on collaborative practice, with mentoring and coaching of staff to build the capacity of new team members and draw on the expertise of staff to deliver wellbeing, leadership, sporting, visual arts and creative and performing arts programs and build the capacity of others to deliver such programs.

Learning and development – Staff have participated in a range of targeted school based and external professional learning over the year. This learning has seen staff actively participate in activities which are specific to whole school planning, personal PDP goals, and syllabus implementation. All participation in external professional learning requires teachers to share learning with relevant teams, faculties or the whole school. The focus on preparing teachers for new syllabus changes has seen a collaborative approach to understanding and planning for new programs in several Stage 6 subjects. The focus on embedding specific T&L activities and literacy/numeracy strategies as evidenced by programs demonstrate the school is sustaining and growing as teachers are actively engaged in their own professional development to enable them to know their content and teach their students.

The participation in PL to support students in attaining the HSC minimum standards has also seen faculties work together to actively and strategically support student skills. Another area which the school has demonstrated it is sustaining and growing is the number of staff who has voluntarily joined in the Positive Education and Growth Mindset focus group, which has allowed staff to reflect on strategies, share their experiences in the classroom, and drive professional learning for whole school sessions.

Professional standards – Teachers support whole school goals both in and out of the classroom. As evidenced by the continued success of a broad range of programs in a range of areas listed on student academic reports, teachers work beyond the classroom to provide varied, challenging and stimulating learning opportunities for students. This indicated that the school is sustaining and growing. The commitment of staff to support whole school goals is also demonstrated in their alignment of goals in their PDPs to whole school strategic directions, showing a responsibility to whole school learning, development and improvement. The results of this process indicated that in the School Excellence Framework domain of **Leading** the school is '**sustaining and growing**'.

Leadership –The school is sustaining and growing in this area as it actively seeks and addresses feedback on areas of performance across the school and many of the programs delivered in the school involve productive relationships with external agencies. The school is actively trying to grow the leadership capacity of its Head Teachers, 2ICs and other staff on two levels; one is to be a leader in achieving school goals and in supporting others in their development as teachers, and secondly, to actively develop teachers who are leaders in their own lives, taking action to improve their own learning and their capacity as teachers.

School planning, implementation and reporting – The school is sustaining and growing for this element. There is broad understanding of and support for improving student learning across the school community with high expectations and aspirations for our students and their achievements. Programs and practices around the school are systematically planned, monitored, reviewed and evaluated seeking continuous improvement. The staff are committed to the school's vision, they have a clear sense of the school's strategic directions and related improvements that have resulted from their combined actions. Staff are actively involved in reviewing the school plan; can name areas in which improvements have been made and can identify areas where more work is needed or areas which need to be a focus for the future.

School resources –The school is sustaining and growing in this element. This is demonstrated through planning for the delivery of specialised programs by recruiting high quality staff or organisations and the strategic management and use of resources to and achieve the goals of these programs and the School Plan. The Learning Hub, Specialty Programs developed by Learning and Support, the Apprenticeship Mentoring Program and the Certificate II Construction Program are effective use of school resources. These programs are a strong reflection of the processes and practices used across the school to manage physical, financial and human resources to efficiently implement the school plan – to meet the needs of students, improve teacher capacity, the ability to use physical spaces flexibly and improve student learning outcomes.

Management practices and processes – The school is sustaining and growing in this element. This is demonstrated through the opportunities provided for students and parents to provide feedback on the school's practices and procedures. Processes are increasingly streamlined and flexible in terms of delivering information and services within the school community and seeking feedback in relation to these processes eg. the review of ILPs. The school continues to effectively use a PBL model for implementing school change – the use of data, development of structures and appropriate systems ensure changes are effective and sustainable. This management and improvement model applies to all physical, financial and human resources.

Our self-assessment 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>.

Strategic Direction 1

Quality Teaching & Learning

Purpose

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

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

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

Overall summary of progress

The school undertook a mock NESA audit of teaching and learning programs. All faculties for the majority of their courses were able to provide a scope and sequence, teaching and learning programs and assessment schedule. All resources related to a NESA audit are now stored digitally in a central location on the server. During the audit an evaluation of each component was completed and explicit feedback provided to Head teachers and faculties.

The school examined how well literacy and numeracy strategies were embedded in programs; in particular Super Six literacy strategies in Stage 4 and 5 programs. Several faculties had embedded explicit strategies; were provided advice on how to improve this component of programs. The evaluation of a diverse range of teaching and learning activities and strategies within programs was also a focus, with a focus on evaluating both teacher led and student focused activities.

The role of the Learning Hub has continued to strengthen its link to classrooms, and working collaboratively with teachers. Through planning and strategic placement of students the school was able to maximise support for students in the classroom. Through the continued and refined process of staff knowing their students and their individual needs through the Individual Learning Plan registration process, more active planning is benefiting students who require additional support to access the curriculum, complete coursework and assessments. The coordinated approach to formal examinations and assessments and their access to disability provisions across all years has seen students succeeding in assessments by providing a range of supports. Students in Year 11 and 12 are then well prepared for accessing special provisions which maximise their opportunities for success and support their application to NESA for provisions for HSC examinations.

A focus on ALARM (A Learning & Response matrix) and its implementation across the whole school allowed the school to firstly determine and agree upon the approach for the junior school and senior school. A scaffold was adopted which allowed clear steps for the integration of key verbs to be used and taught in years 7–9, and likewise for years 10–12. Whole staff professional learning also led to an agreement on the key NESA verbs (glossary of terms) and their synonyms, capturing the range of question styles and task requirements across all KLAs.

In conjunction with this professional learning and whole school decision making process, there was a focus on the use of Bloom's Taxonomy and the ALARM verbs in assessments. The goal for assessments in applying ALARM was to clarify what the task was asking students to do, using the relevant verbs to guide instructions for students in each task. This language would be reinforced by explicit teaching in the classroom. This restructuring of assessments allowed for further differentiation of tasks, as students could access the task at their current level, and independently complete components of assessment tasks.

MacqLit was piloted at the school in 2017, allowing an intensive reading program to be used to support students with dyslexia and other literacy difficulties. The Macquarie University developed program involves students attending 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 33% improvement in reading rates for participants.

PLPs: Professional learning for specific team members focused on analysis of literacy and numeracy data for our Aboriginal students. This year, all Personal Learning Plans incorporated literacy and numeracy goals for students, creating a focus on specific skills. The inclusion of PLPs in the whole school Student Plan Registration will be included in

the process for the new year, so ensure that the existing school wide systems for knowing our students, how they learn and supporting them in our classrooms has a specific focus for our Aboriginal students.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth for students in all areas of literacy and numeracy shown in internal and external testing (8% by 2019).	\$30,000	<p>The trend data indicated that the number of courses achieving above state average for the total percentage of students in the top three bands (Bands 4, 5 and 6) for the HSC has been strong.</p> <p>2015– 21 out of 35 or 60 % of courses with the percentage of students in the top 3 bands being above the state average. 2016 – 26 out of 33 or 79% of courses with the percentage of students in the top 3 bands being above state average. 2017 – 22 out of 34 courses or 68% of courses had percentages in the top 3 bands above the state average.</p> <p>Expected Growth in Year 7–9 reading was 64.2% and Numeracy 65.4%.</p>
Individual Student Learning Plans, Teaching and learning programs and assessments which demonstrate differentiation for all students, and modifications and adjustments for students with specific learning needs.	\$45000	<p>A mock NESAs audit resulted in the collection of teaching and learning programs and assessment schedules for the majority of courses taught in the school.</p> <p>100% of teachers follow processes used to review ILPs for students in their class and summarise the strategies that best support them.. New strategies are added at the end of each year and ILPs adjusted.</p> <p>Teachers show an increased understanding and use of the verbs from the NESAs glossary of terms when structuring assessment tasks. All faculties produced at least one assessment task for Year 7 that reflected the ALARM verbs and allowed all students to access the task and supported them to explicitly scaffolding of responses.</p> <p>There was an increased uptake of students receiving individual support for writing tasks or assessment work either through the Hub or SLSO support in classes. Improved writing skills for participants in the MacqLit intensive Literacy program.</p>

Next Steps

Planning for the implementation of ALARM into Year 7–10 in all KLAs. This will involve continuing and increasing the use of Bloom’s Taxonomy to structure Assessment tasks and link to the ALARM scaffold, supporting differentiation in assessment of student learning. It will also include following up on the work completed in developing the 7–9 scaffold and the 10–12 scaffold, and the use of NESAs verbs and their synonyms. A focus on using ALARM and incorporating the explicit teaching of NESAs verbs across all KLAs.

Quality Teaching and Learning programs will be a key focus, following from the mock NESAs audit process in 2017. The evaluation of teaching and learning activities, literacy and numeracy strategies, ICT skills, and assessment & reporting will be occur in all subjects. The achievement of HSC minimum standards for students and how each KLA can support this will be a consideration within programming. This process will also support a NESAs audit for Accreditation and Registration purposes.

Teachers, in conjunction with evaluating teaching and learning programs, will look at the concept of Beautiful Work (Ron Berger) and success criteria for tasks. Staff understanding and knowledge of this concept will be developed, with access

to professional learning which models how success criteria can be used to allow students to provide each other with feedback on their work.

Observation & Practice will be an area for development, with key leaders in the school sharing practice and leading the explicit teaching of various strategies in the classroom. Both through linking with the Teaching Standards, and the PDP observations, this focus will provide opportunities for instructional leadership.

Strategic Direction 2

Quality Partnerships & Values

Purpose

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

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

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

Overall summary of progress

Positive Behaviour for Learning (PBL) has had several focus areas to support student behaviour and learning in a range of contexts across the school. The main focus has been in working collaboratively with the Positive Education Team to further develop staff and student understanding of Growth Mindset. Lesson have explored in more detail what a growth mindset is in relation to seeking and receiving feedback about learning. Students participated in a survey where they could reflect upon the characteristics of a growth mindset and rate themselves by completing a survey. Whole school behaviour data has also been used to guide specific strategies, interventions and supports for the school, year groups, small groups and individual students.

The Winmalee Medal program was also supported by the PBL team and the Winmalee Coordinators in an effort to increase the number of students actively engaging in the process. By providing structured support through additional time built into roll call, students were able to be guided to identifying areas of participation that would make them eligible to qualify for a level within the medal system. The tracking sheets for students and their completion and validation was supported by roll call teachers. 42 students were recognised on their academic reports for achieving a level within the Winmalee Medal process.

The work of the PBL team in promoting, recognising and rewarding positive attendance has continued with 44 students having 100% attendance for Semester 2; three students having 100% attendance for the year; 175 students were rewarded for having above 95% attendance in Semester 2.

The Attendance processes were further adapted to improve monitoring, support and communication to students, parents and families regarding maintaining positive attendance at school. The attendance policy and various procedures were revised and published for staff. Attendance data shows 90.6% attendance rate across the year. This is above state average.

Students have continued to participate in a range of activities and projects across the school and in collaboration with other agencies. A few examples include; the ongoing support of the Shoe Box Project run through the Mountains Youth Services team and the Blue Mountains Refugee Support Group; the student led coordination and participation in the World's Greatest Shave, Harmony Day & Wear it Purple Day. The active participation of students in these events have allowed students to connect with issues beyond the school community and be strong advocates for social justice.

The Apprenticeship Mentoring and Construction Program, has continued with all participants who completed the program being accredited with 4 units of study toward their Year 11 RoSA the following year. This has provided these students with not only an additional credential but also with flexibility in their pathway into the senior school.

Students at Winmalee High continue to experience success in various competitions at a local and state level. Some examples include; The Sustainable Living competition through Western Sydney University, where a team of year 10 students participated and won a scholarship to implement a sustainability project in the school. In 2018 they will work with the SRC and PBL team to lead a project on waste. Student participation in a range of external competitions such as: 24 students completing the CAT Logic (Computational & Algorithmic Thinking) Competition, 22 students completing the Big Science Competition, 1 student completing the Physics and Chemistry Olympiad examination, 13 students completing the Chemistry Quiz, 2 students completing the Earth & Environmental Science Olympiad examination, 18 students completing the ICAS Digital Technology competition and 30 students completing the ICAS science competition.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of students being recognised for achievement in learning, attendance and participation.	\$7000	<p>Support for the Winmalee Medal through Roll Call has allowed more students to work towards achieving a step in the medal system, with more streamlined processes for recording data and signing off students participation being developed.</p> <p>The recognition of Student Achievement Awards and breakfasts have continued to strengthen, with one example being the growth in the 2017 year 11 cohort from Semester 1 with 32 students achieving the award, compared to a total of 41 students achieving the award in Semester 2. This growth from S1 to S2 is reflective across all year groups.</p> <p>Student SLR Award data shows staff have continued to reward positive behaviour in the classroom and around the school through the use of Goldies.</p>
Improved attendance monitoring systems and improved student attendance data.	\$5000	<p>A new Attendance Policy was created for implementation in 2018. It fully describes the processes for monitoring attendance at Winmalee High School. This was collaboratively developed with members of the school executive, the LST team and staff with the HT Administration ensuring all persons understood their roles and related responsibilities.</p> <p>Areas that are noted for improvement were:</p> <ul style="list-style-type: none"> • Consistent marking of electronic rolls. • Notification of students not in class or possibly truanting and the related follow up. • Lateness of students and consequences • Systems for tracking students with attendance concerns • Systematic use of the HSLO referral processes.

Next Steps

- Further implementation of Positive Behaviour for Learning systems and Positive Education practices to support students and celebrate success and effort. This will include revision of the school's system for reporting on Personal and Learning Profiles on student Academic Reports to identify and reward students who demonstrate a Growth Mindset.
- Continue to encourage a range of students to participate in co-curricular programs, promoting opportunities for students and allowing them to be part of systems to track their participation and support rewards and recognition..
- Implement revised attendance procedures, in addition to developing specific systems to ensure attendance data is correct and followed up on in a timely and systematic manner. This will include refining roles, responsibilities to improve student attendance.
- Continue to promote school programs, and student success using existing platforms, showcasing and encouraging student engagement and learning in all areas of school life.
- Students continue to engage with the community and external organisations with a focus on developing their own knowledge and apply new skills to be confident participants and citizens.
- Increase parent participation across a range of areas, allowing opportunities to actively participate, learn about programs and provide feedback to evaluate programs.

Strategic Direction 3

Health & Wellbeing

Purpose

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

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

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

Overall summary of progress

In 2017 Positive Education professional learning continued, with a core team of school staff participating in professional learning in positive psychology and the specific steps to be taken to become a Positive Education School. This included joining a community network, PEN (Positive Education Network), with members from other schools, psychologists and Blue Mountains Council members. In addition to this, a school focus group was established, and a team of staff worked collaboratively to implement a range of strategies in their own classrooms, which supported students to receive and use feedback positively. This led to the whole school sharing of successes, and as a result specific professional learning was developed to guide other staff to use language that worked to build a safe and supportive environment around feedback. In collaboration with the PBL team, the idea of being open to feedback was then shared with students, encouraging them to seek and apply feedback productively in order to continually improve in their learning.

Whole school staff participated in a process of identifying the range of school programs and activities across all years and across a calendar year, linking each activity to the PERMAH model. This allowed a matrix to be developed which made explicit what programs were available to support Positive Emotions, Engagement, Meaning, Accomplishment and Health. This data was collected and is now an appendix of the School's Wellbeing Policy. This activity further consolidated staff understanding of the framework and how it relates to what we offer to students across the school.

The Resilience Doughnut program was embedded into Stage 4 and 5 PDHPE programs, with themes appearing at pertinent points in the program, also linking to Assessment Tasks. The tasks encourage students to reflect upon the Resilience Doughnut and draw upon strengths. All students in Year 7 completed the online survey, and this data was used to identify students who were identified as at risk and needing additional supports and interventions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth in the number of targeted and school wide programs for year groups and groups of students within cohorts, including programs involving outside agencies	\$40000	All staff have worked to develop their understanding of Positive Education and have participated in Professional learning which has guided Winmalee High to become a Positive Education School. Through professional learning of a core team of staff, and the establishment of a Positive Education Focus group, the concept of Growth Mindset and its relationship to the PERMAH model was developed. The practice of having growth mindset in learning was taught explicitly to students, with new learning being supported by a self reflection activity allowing students to consider their own attitudes to developing a positive attitude to feedback about their learning.
All students receive a report on participation in co-curricular activities for the school year.	\$5000	This goal was achieved, with students receiving an Academic Report which listed their involvement and participation in a range of areas across the school and beyond.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students receive a report on participation in co-curricular activities for the school year.		Students were recognised for academic excellence awards, Winmalee medal level, participation in sporting, creative and performing arts, academic competitions, volunteering, leadership and a range of other co-curricular programs. This rich data demonstrated the vast range of access to opportunities students are able to participate in as a part of their school life.

Next Steps

Deliver further Professional Learning on Positive Education, linking the Wellbeing Framework to the PERMAH model. This will enable a review of programs that support students to function well and to be positive, as well as continuing the implementation of Growth Mindset principles across the school.

Review of the Resilience Doughnut data, with students having completed the online survey.

Student school wide activities data to be used with the Activities Module in Sentral, enabling students to receive a record of the various activities and programs they are involved in beyond the classroom.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$16,685 AIME Program; Tuition; SLSO support; Learning Support Programs; Cultural programs and initiatives .	Continued development of students understanding and appreciation of their own culture and clearly defined personal goals.. Creating cultural connections with other students in Western Sydney and the Blue Mountains.
English language proficiency	\$700 Tuition support for students.	Improved confidence in literacy skills and in their ability to improve within classes as a result. Improved writing skills of participating students.
Low level adjustment for disability	\$140, 389 SLSO support; Staffing of Learning Hub; Development of ILPs; NCCD preparation; parent participation; special program delivery.	Improved systems for identifying the learning needs of students. Improved staff understanding of the learning needs of students. Increased participation of parents and students in the development of ILPs. Increased participation of students in programs meeting specific needs.
Socio-economic background	\$47,147 Learning Hub additional; Student Assistance; transition Years 6 into7; Minor Assets; Positive behaviour for learning; Cross curricular programs.	Improved support for students transitioning from Year 6 into 7. Improved behaviour of students through recognition and reward programs Improved systems for supporting low SES students increasing inclusiveness, access to learning and participating in extra curricular programs.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	453	430	431	429
Girls	475	455	446	425

A slight decrease in enrolments has occurred. This is the final decrease expected as a result of the agreement made between the Principals of Blue Mountains public high schools. The agreement provided for a consistent approach between schools regarding non-local enrolments. Year 7 intake must meet specific non-local criteria for enrolment as outlined in the Winmalee High School Enrolment Policy. Note: Skills and abilities are not part of the criteria considered for eligibility. It is expected that enrolment numbers will increase in Year 7 in 2018 as a product of an increased intake from the local private primary school. An increased number of local enrolments is expected in the future.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.2	93.1	94.6	93.1
8	91.9	92.4	92	91.3
9	90.9	92.8	90.3	90.2
10	88	89.5	91.7	89
11	88.8	87.4	89.5	89.1
12	88.9	90.6	92.6	91
All Years	90.3	90.9	91.7	90.6
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The Attendance processes were further adapted to improve monitoring, support and communication to

students, parents and families regarding maintaining positive attendance at school. Attendance data shows that despite a slight drop in attendance rates this year, the school remains above the state average by 1%. The decline of 0.4% is relatively consistent with the downward trend in enrolments across the state (0.5% decrease).

The system to reward exceptional attendance has been continued, our 100% attendance BBQ this year was very popular. This initiative is to encourage students to strive for 100% attendance. These rewards BBQs are held once a semester and have proved very popular with the students. Students with 95% or above receive a letter home to their parent/caregivers as well.

The attendance policy and various procedures were revised after consultation and have now been published. Key roles and responsibilities of staff, students and parents have been identified. This will be implemented in 2018.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	4
Employment	27	40	33
TAFE entry	20	20	4
University Entry	0	0	49
Other	53	20	8
Unknown	100	20	3

The percentage of students leaving Year 10 to employment is a result of the success of the Apprenticeship Mentoring Program and delivery of the Certificate II Construction Program. These students develop employability skills and work readiness skills and lead to Apprenticeships, Traineeships or number of students choosing to pursue TAFE to meet their needs for future work goals.

The school has a high percentage of students seeking a university pathway (49%) with a number of students choosing to defer their entry. This is slightly higher than previous years, but is generally consistent with previous years.

Year 12 students undertaking vocational or trade training

Hospitality is one of two VET courses delivered in the school. Currently, there were two classes in Year 12 who completed Certificate II in Hospitality. 21 students were enrolled in Certificate II Hospitality (Food and Beverage), with 20 students attaining full certification and 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 Hospitality (Food and Beverage) has seen all students seeking employment in this industry being successful.

In the HSC Examination of the 20 students attaining an ATAR, two students attained a Band 6. This was 7.16% higher than the state average. Candidates were 3.45 marks above the average mark at state level. 80% of students received a Band 4, 5 or 6, which was 16.05% above the state average. The mean mark for the cohort was 75.80%. In item analysis, 100% of extended response questions, 76% short response and 66% multiple choice were recorded above the state mean. All students in Hospitality received a dual accreditation of either a Certificate II Hospitality (Food and Beverage) or Statement of Attainment toward the Certificate.

TVET students at Winmalee High School were enrolled in a variety of different courses representing a varied group of industries. Courses included: Child Care Studies; Tourism and Events; Sport, Fitness and Coaching; Outdoor Recreation; Music Industry; Production; Beauty and Hairdressing; Human Services; Retail Services; Automotive and Animal Studies.

Two students studied TVET Human Services through Nepean Hospital. Natalie Schroder came 1st in the course. She chose to sit the HSC Examination for Human Services and gained 1st in the state. Both students gained dual accreditation with a Certificate III Human Services as well as a HSC Certificate Credential. Natalie was Dux of the School for the year as well with the highest ATAR score.

Other Hospitality opportunities

Kitchen Operations was offered for the first time in many years, utilising the full capacity of the school's Trade Training Centre facilities. 37 Year 11 students began working towards their Certificate II Hospitality (Kitchen Operations); all gaining a Preliminary Statement of Attainment for competencies undertaken. During Semester 2, these students began internal work placement at @thecaffeinelab, giving them a practical opportunity to refine their competency based learning. The senior students, of both Year 11 and Year 12 classes were responsible for a varied range of catering

events throughout the year including, Comedy with a cause, Open Night, Spirit Week, Year 6 Orientation and Presentation Night.

A Certificate I Hospitality was offered for the first time in Macquarie Park in 2017, and Winmalee High School proudly contributed 47, Year 9 students to attaining this qualification. This qualification has allowed a learning pathway to be established for these students which will allow them to complete early entry Certificate II Hospitality (Kitchen Operations) and further specialisation in Cert II Hospitality (Food and Beverage) over the coming 3 years.

Apprenticeship Mentoring Program and Certificate II Construction

2017 was the fifth consecutive delivery of the Apprenticeship Mentoring Program; The continual inclusion of the Certificate II Construction qualification to the year long program that is delivering a strong skill set, employability and personal interest and achievement. The program attracted both Year 11 and 10 students, to consider how these practical skills and knowledge could influence and enhance their post school opportunities.

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

A small but focused construction project was a contributor to early student motivation and success in the number of students completing the course. Staff ensured the students were engaged in real life tasks such as job proposals, financial requirements and time and staff management. One of the standout features of the courses success was the students' commitment to their learning and skill development.

As part of the program, the students were responsible for the restoration and rebuilding of pathways, stairways and pathed areas; This was the first of many practical achievements to be undertaken and successfully delivered by the students.

The final two terms focused on the Certificate II Construction skills and knowledge, working to achieve the National Construction curriculum. TAFE teachers delivered the course for two days per week.

The class designed and planned for, including the costing and management of labour, an outdoor classroom. Students established their own work site and monitored their own progress and organisation. These plans and project organisation will form a major component of the 2018 course project. 12 students graduated with their Certificate II Construction Certificate.

Year 12 students attaining HSC or equivalent vocational education qualification

All 122 students graduating from Year 12 attained a HSC or equivalent vocational education qualification. Two of these students were completing their Life Skills HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	42.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.88
Other Positions	1

*Full Time Equivalent

Two staff identify as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional Learning

In 2017, there were several areas of focus for professional learning:

- New syllabus implementation (Stage 6 English, Mathematics Standard, Science & History;

- Positive Education & the Wellbeing Framework
- Learning & Wellbeing planning conference.
- School Leadership & Planning Conference
- Exploring Project Based Learning,
- STEM & coding and computer programming
- Department of Education systems and programs training (timetable, Scout and LMBR training)
- VET currency training
- ALARM (a learning & response matrix) applied to assessment
- Beginning Teacher Support Program.

With **NESA Syllabus changes** across several Stage 6 courses being introduced for implementation in 2018, there was a focus on relevant staff building their understanding of the requirements for new courses. Key teachers in faculties attended professional learning, followed up with strategic planning time to allow faculty members to plan for developing new teaching & learning programs and resources.

The school continued its focus on becoming a **Positive Education** school, building staff knowledge and understanding of the PERMAH model (Seligman), and the DoE Wellbeing Framework. A team of staff joined the Blue Mountains PEN (Positive Education Network) and participated in a training day with expert Dr Suzie Green. Participation in the Teacher Training Australia master class session with Paula Robinson reinforced the school's plan and next steps.

The whole staff participated in developing a matrix of activities across the school, linking them to elements of PERMAH. The school's Wellbeing Policy was also revised and in consultation with key staff and teams across the school. The Wellbeing planning conference and Leadership conference both focused on Positive Education across the school and its implementation.

The **Learning & Wellbeing** conference this year focused on several areas. These included working collaboratively to review the Health & Wellbeing Strategic Direction of the School Plan and consider areas of focus for the next cycle of planning. The team also reviewed the school's anti-bullying contracts, and the guidelines around their implementation and use. Initial work was also completed around the idea of reporting on Growth Mindset characteristics of students within their Academic Report.

The **School Leadership Planning Conference** included all executive and a second in charge representative from a range of faculties. The team considered the benefit of evaluative thinking and worked collaboratively to review all Strategic Directions and provide feedback around what has worked well and what may be some of the work we will continue as a school for the new planning cycle.

The team's professional learning focused on building knowledge and understanding of potential areas of focus including: the concept of 'Grit' and Duckworth's work in this field; further work in the area of Positive Education and related strategies; Ron Berger's Beautiful Work and the concept of peer critiquing and feedback using a success criterion.

A team of staff participated in a school visit to see **Project Based Learning** in action in a Western Sydney High School. The staff members who participated considered the implications for timetabling and school structures and how this might operate in the context of our Winmalee High School. Key staff have implemented key aspects of PBL into some courses and special interest projects across the school. It was concluded that students choice in how learning occurs and how learning is assessed are the most important factors rather than the project.

A **Makerspace** has also been developed, with a group of students working collaboratively on various projects, including robotics. In the area of Stage 4 Technology & Applied Studies, a team of teachers were trained to use resources to teach students coding and computer programming.

Many changes within the Department's **LMBR system** has required training of staff for administrative programs, including school **timetabling software**, **SchoolEdge**. A team of staff, including the Principal, SAM and her 2IC as well as the school's Curriculum Coordinator have transitioned the school into the new system and further training to develop the skills of the curriculum team will continue.

With **VET Hospitality** growing at Winmalee High School, the expansion of the program has required additional staff to maintain their accreditation to teach the course. The student Semester Report was modified to reflect course competencies. The school successfully understood, prepared for and met VET audit requirements.

ALARM – A Learning & Response Matrix has continued to be a focus, with staff professional learning being mostly focused upon assessment. Specifically, professional learning was provided around modelling how to design and write tasks using Bloom's Taxonomy and understanding what each of the NESA terms/verbs requires from students. Assessments are changing to reflect this language, and support differentiation within tasks. The accessibility of tasks and the ability to differentiate has allowed students who require modifications to assessments and tasks to engage meaningfully in tasks at a level which they can work independently. Key faculties have continued to use ALARM to support extended writing tasks in senior courses.

A structured program of support has continued to provide our **beginning teachers** to both achieve their accreditation at proficient and support their professional learning needs in a range of areas. Two teachers specifically received funding which will continue to provide support, and all beginning teachers participated in the professional learning program. Coordinated by the HT HSIE, a range of staff share their expertise in a range of areas to build capacity of beginning teachers.

Teacher Accreditation

There were three temporary teachers who worked toward proficiency, with one finalising their

documentation and two who are currently finalising their documentation to be submitted to NESA (The NSW Educational Standards Authority). Two permanent staff and one Temporary staff member achieved their Maintenance of Accreditation at Proficient Teacher Level during the year.

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

All teachers are becoming increasingly familiar with the Australian National Teaching Standards. The school encourages the alignment of the PDP (Performance and Development Process) goals to the NESA Australian National Teaching Standards, using the language of the standards when setting goals.

As of 2018 all teachers pre 2004 will be required to undertake Maintenance of Accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	635,868
Global funds	495,270
Tied funds	243,179
School & community sources	527,840
Interest	7,553
Trust receipts	117,334
Canteen	0
Total Receipts	1,391,176
Payments	
Teaching & learning	
Key Learning Areas	127,861
Excursions	148,325
Extracurricular dissections	211,660
Library	9,127
Training & Development	4,811
Tied Funds Payments	229,324
Short Term Relief	134,803
Administration & Office	131,556
Canteen Payments	0
Utilities	65,562
Maintenance	24,126
Trust Payments	93,906
Capital Programs	72,560
Total Payments	1,253,621
Balance carried forward	773,424

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,532,380
Appropriation	1,302,202
Sale of Goods and Services	7,538
Grants and Contributions	221,289
Gain and Loss	0
Other Revenue	0
Investment Income	1,351
Expenses	-902,654
Recurrent Expenses	-902,654
Employee Related	-422,940
Operating Expenses	-479,713
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	629,726
Balance Carried Forward	629,726

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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 fundraising activities and the canteen. The Canteen will be handed back to the school by the P&C on 31 December 2017. The Director endorsed a trial of the Canteen as a School Operated Canteen in 2018.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	7,618,167
Base Per Capita	134,090
Base Location	0
Other Base	7,484,078
Equity Total	241,903
Equity Aboriginal	21,906
Equity Socio economic	54,147
Equity Language	1,574
Equity Disability	164,276
Targeted Total	178,980
Other Total	107,567
Grand Total	8,146,617

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 Valid 8 examination scored 13.7% better than state in the top three levels of the examination. Statewide, 63.4% of students scored in Levels 4–6, compared with 77.1% of Winmalee students who were placed in this range. The following shows a breakdown of the percentage of students achieving at Level 5 and 6 for Valid8:

- Science (overall) – 25% which is above state average.
- Extended responses – 18%
- Knowledge and Understanding – 33%
- Planning and conducting investigations – 24%
- Problem solving and communicating – 39%

Modification in the student research project and a focus on skill development has strengthened student results in this examination.

Science Competition and Computer Skills 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 2017 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

34 Winmalee High School students entered the 2017 ICAS Science Competition. Our students achieved excellent results including: 8 Distinctions, 15 Credits and 1 Merit Certificate. The following students received Distinctions:

- Year 7: Joshua Pyle
- Year 8: Nina Manning, William Garrett, Ollie Davidson, Elijah Traykovski
- Year 9: Ethan Powell
- Year 10: Xander Barger
- Year 11: Ben MacCormick

The following students received Credits:

- Year 7: Leroy De Haan, Charlie Wilkinson, Troy Zoernlieb
- Year 8: Scott MacCormick, Jake McLenaghan, Ryan Kembrey, Hamish Thomas
- Year 9: Jared Zoernlieb, Owen Powell, Riley Sell
- Year 10: Chloe Dentrinos, Eloise Dennis
- Year 11: Lucas Howard
- Year 12: Emily Law, Natalie Schroder

The following student received a Merit: Year 8: Alex Gismondo

Digital Technologies Competition ICAS

18 Winmalee High School students from Years 7 to 10 entered the 2017 ICAS Digital Technologies Competition. Our students achieved some very good results including: 3 Distinctions, 4 Credits. The following students received Distinctions:

- Year 7: Joshua Pyle, Troy Zoernlieb
- Year 8: Ollie Davidson,

The following students received Credits:

- Year 7: Oliver Huber
- Year 8: Hamish Thomas, William Garrett, Elijah Traykovski

Australian Science Innovations Big Science Competition

Winmalee High School had 23 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: 4 High Distinctions, 5 Distinctions and 8 Credits. The following students received High Distinctions:

- Year 7: Joshua Pyle
- Year 8: Elijah Traykovski
- Year 9: Riley Sell
- Year 10: Eloise Dennis

The following students received Distinctions:

- Year 8: Hamish Thomas, William Garrett, Ollie Davidson
- Year 9: Ethan Powell
- Year 10: Xander Barger

The following students received Credits:

- Year 7: Isaac Hutchinson
- Year 8: Alex Gismondo, Nina Manning, Ryan Kembrey
- Year 9: Alexander Roorda, Owen Powell
- Year 10: Claire Pullan, Chloe Dentrinos

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. 14 Winmalee High School students entered the 2017 R.A.C.I. Australian National Chemistry Quiz achieving excellent results that included: 2 High Distinction and 2 Distinction

Certificates. Joshua Pyle in Year 7 and Ethan Powell in Year 9 received High Distinctions. William Garrett in Year 8 and Riley Sell in Year 9 achieved Distinction Certificates.

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 2016, fifteen Year 8 and Year 9 students attempted the examination and two of these students were offered places in the program in 2017. One of these Year 10 students, Chloe Dentrinos, 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.

In December 2017, approximately thirty Year 8 and Year 9 students attempted the qualifying examination to be considered for the Gifted and Talented Discovery Program in 2018.

Australian Science Olympiads

The ultimate challenge for science students; the Australian Science Olympiads are a national extension program for top performing secondary science students that culminate the International Science Olympiads. The program is a rewarding opportunity for high achieving year 10 and 11 students to extend themselves way beyond school science through challenging exams, stimulating residential programs and international competitions.

In 2017, two Year 10 students, Eloise Dennis and Kieran Duncan, entered the Science Olympiad examinations. Kieran achieved a Credit in the Earth and Environmental Science Olympiad. Eloise achieved 3 Credits in the Earth and Environmental Science, Physics, Biology Olympiads.

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. 27 Winmalee High School students entered the 2017 CAT Competition. Our students achieved very good results including: 1 High Distinction, 4 Distinctions and 10 Credits.

Hamish Thomas, in Year 8, achieved a High Distinction Award.

The following students received Distinctions:

- Year 7: Joshua Pyle
- Year 8: Elijah Traykovski
- Year 9: Ethan Powell
- Year 11: Lucas Howard

The following students received Credits:

- Year 7: Charlie Wilkinson, Daniel Bailey, Isaac Hutchinson
- Year 8: Ollie Davidson, William Garrett, Jake McLenaghan
- Year 9: Owen Powell
- Year 10: Eloise Dennis, Xander Barger
- Year 11: Benjamin MacCormick

Each year, based on their excellent results in the above competitions, selected students are offered the opportunity to apply for some very special events in Science, such as the Curious Minds Program for Girls in STEM, the DigIT Program in Information and Communication Technology and The Gifted and Talented Discovery Program. This year, four students were accepted into these special programs.

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.

Year 7 Reading

In 2017, 98.6% of students in Year 7 achieved results at or above the National Minimum Standard (NMS) for reading. The majority of these students were assessed in the top 3 bands (66.0%). The number of students in the lower bands has reduced significantly with the majority of students achieving a Band 6 and 7. 28.5% achieved proficiency (a result in the top 2 bands) with 13.2% in Band 9 which was above the school and state average.

Year 7 Writing

92.2% of Year 7 students had writing skills at or above the National Minimum Standard. 68.1% of students achieved results in Band 6, 7 and 8. This cohort did not perform as strongly in writing as in other years with a slight drop in the percentage in the top two bands.

Year 7 Spelling

26.9% of Year 7 students achieved 'at proficiency' defined as being in the top 2 bands for spelling. 4.8% of students were below the National Minimum standard for Spelling. There has been a slight reduction in the number of students in the lower three bands with 62.1% in the top three bands and an increase of 6.1% moving into Band 7.

Year 7 Grammar and Punctuation

The majority of students are in Bands 6, 7 and 8 with the percentage of students in these bands at 60.7%. There has been a significant increase in the number of students in Band 7 rising from a school average of 29.2 to 38.6. There remains 9.0% of students below the National Minimum Standard.

Year 9 Reading

In reading, 99.3% of Year 9 students were at or above, the National Minimum Standard (NMS). There was a significant shift of students out of the lower bands into the mid to high ranges (Bands 7, 8 and 9) rising from a school average of 57.9 to 62.2%. Only 0.7% of students remain below the National Minimum Standard.

Year 9 Writing

87.9% of Year 9 students had writing skills at or above the NMS. The majority of students earned results in the Bands 7, 8 and 9 range. There was a slight reduction in the percentage of students in the bottom band while the number students in the top two bands increased slightly.

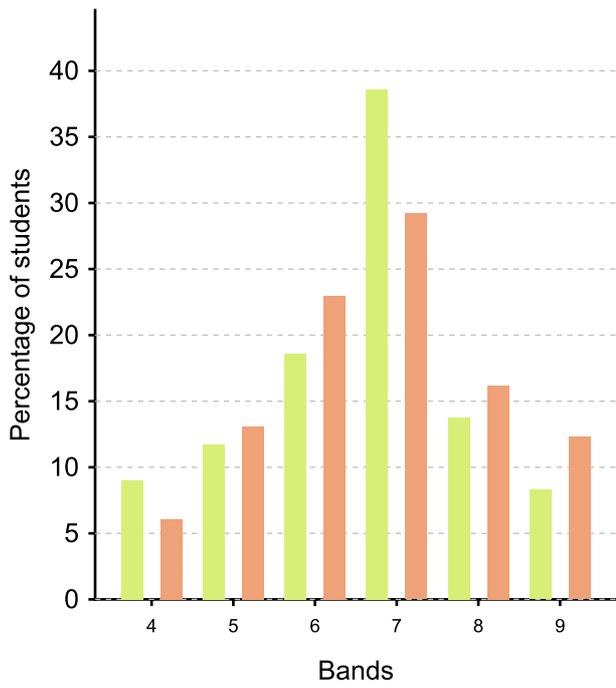
Year 9 Spelling

The number of students in the top two bands increased by 3% in terms of the school average with 24.3% in these bands. 97.1% of students are above the National Minimum Standard.

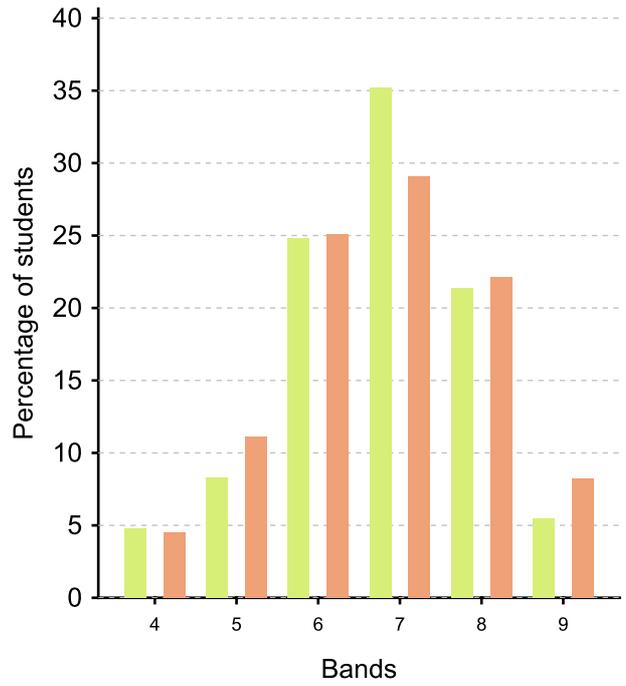
Year 9 Grammar and Punctuation

There was an increase in the number of students in the top two bands up from 17.8% to 20%. 92.3% of students are above the National Minimum Standard for Grammar and Punctuation.

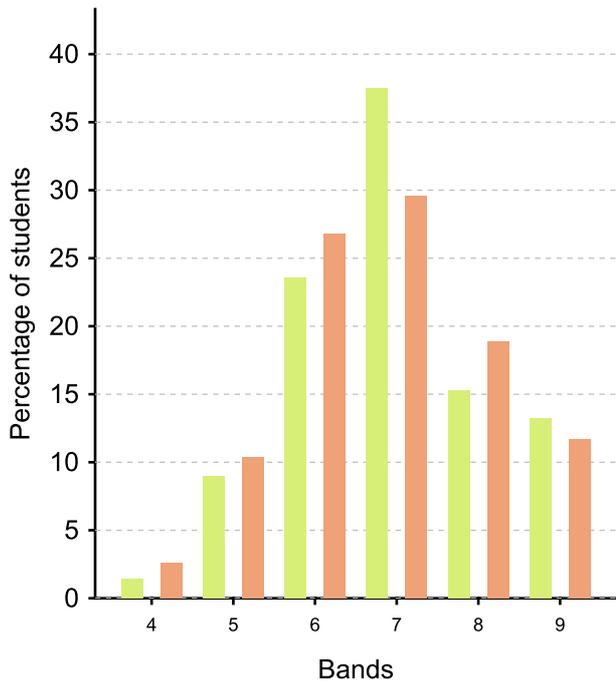
Percentage in bands:
Year 7 Grammar & Punctuation



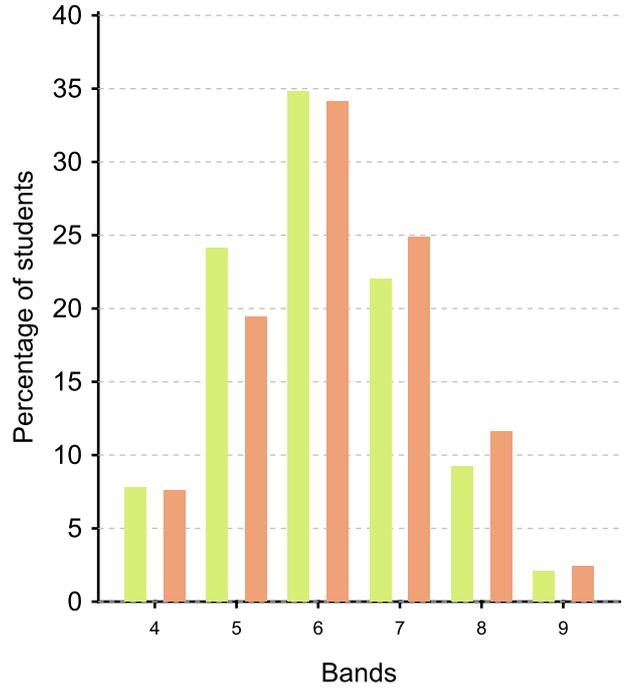
Percentage in bands:
Year 7 Spelling



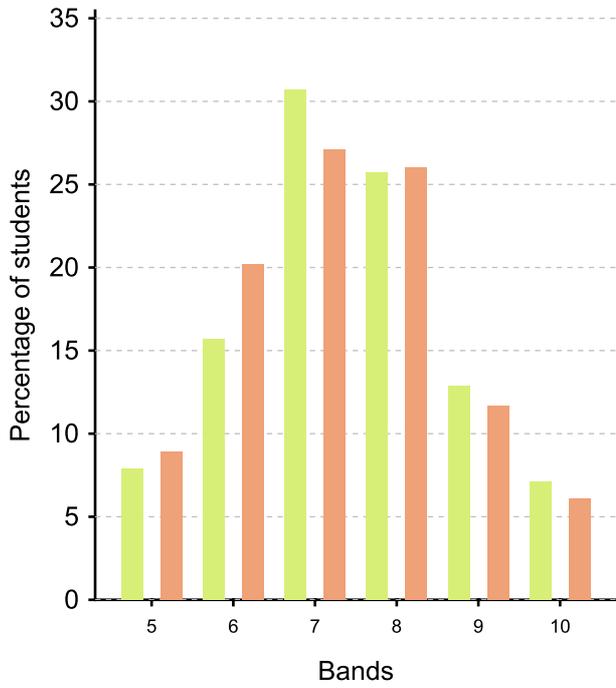
Percentage in bands:
Year 7 Reading



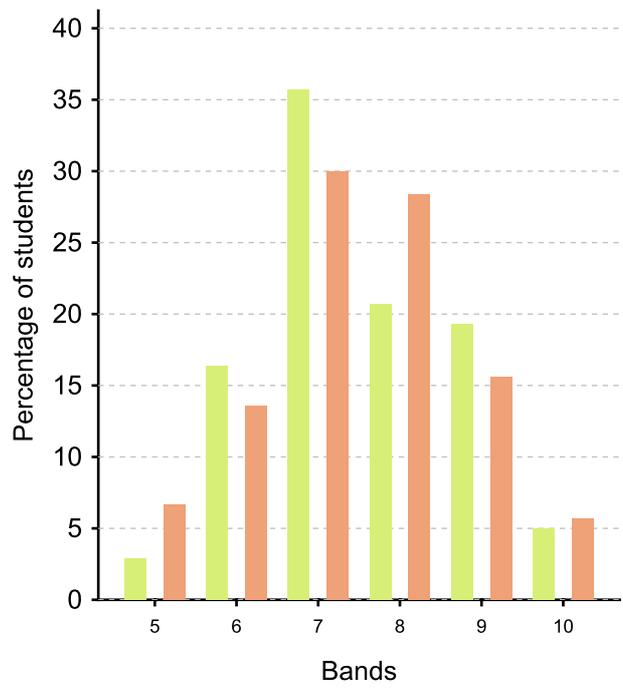
Percentage in bands:
Year 7 Writing



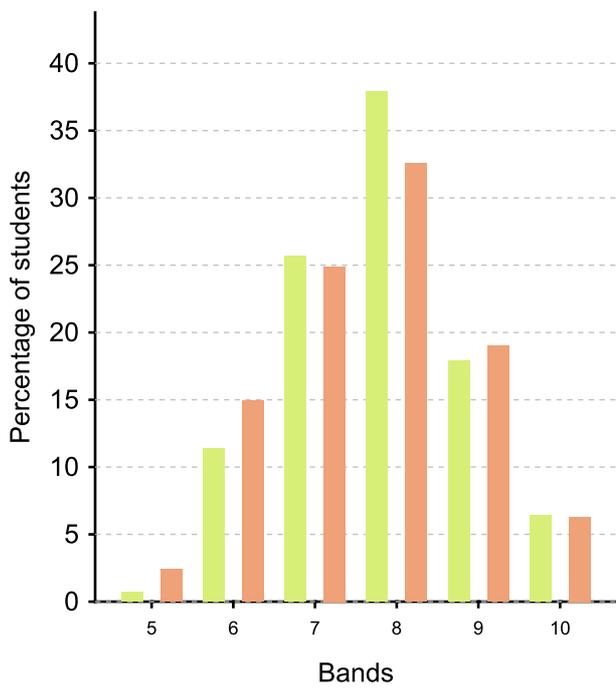
Percentage in bands:
Year 9 Grammar & Punctuation



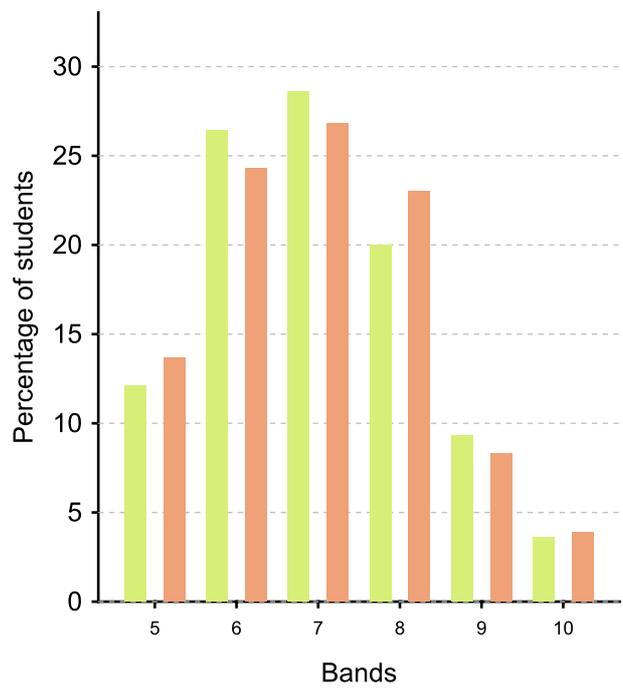
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



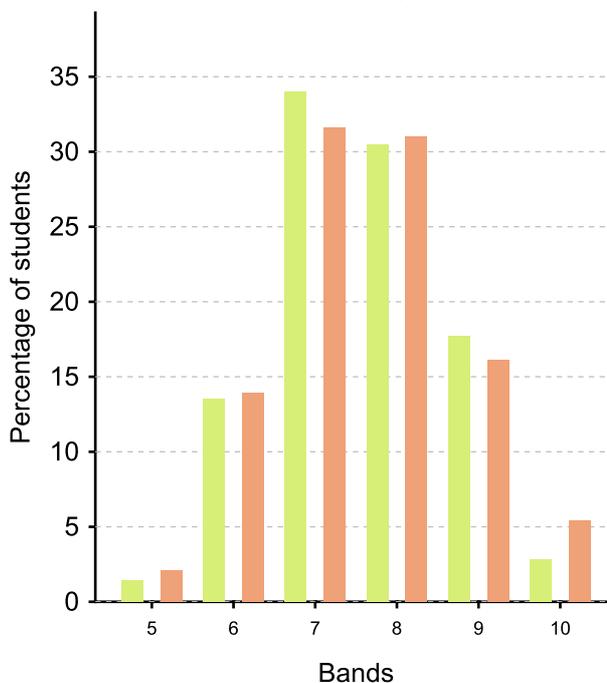
Year 7 Numeracy

An increasing number of students achieved a Band 6, 7 and 8 in Numeracy. Approximately 2% remain below the National Minimum Standard. The percentage of students in Band 9 is below the school average.

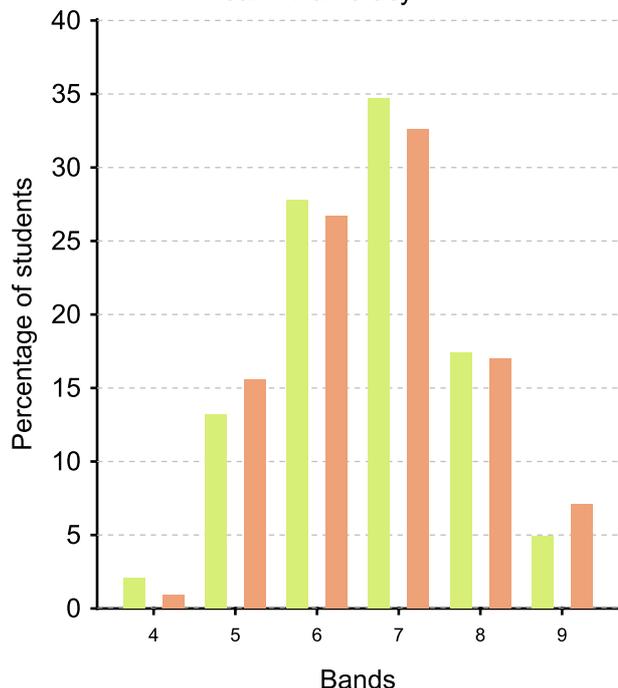
Year 9 Numeracy

The percentage of students in the top band and top two bands has declined compared to the school average. However, the percentage in Band 8 has increased against the average. The number of students below the national Minimum Standard has reduced as has the number in Band 6.

Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



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.

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

For Year 7 students, 28.5% of students achieved in the top two bands for Reading. 11.3% achieved in the top two bands for Writing. Four of eight students had exceptional growth in their reading ability and four had exceptional growth in their writing ability.

For Year 9 students, 24.3% of students achieved in the top two bands for Reading, while 12.9% achieved in the top two bands for Writing.

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, 25% of Aboriginal students achieved a Band 9. This score remained the same for the top two bands with no students achieving Band 8.

In Year 7 Writing, 12.5% of Aboriginal students achieved a Band 9. This score remained the same for the top two bands as no student gained a Band 8 in writing.

In Year 7 Numeracy, 25% of students achieved in the top two bands. Four of the eight students had exceptional growth and two others met their expected



growth.

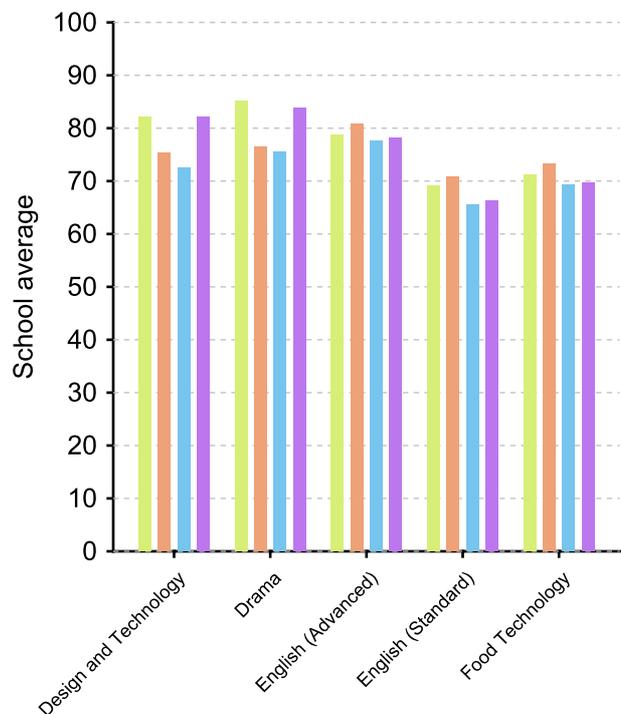
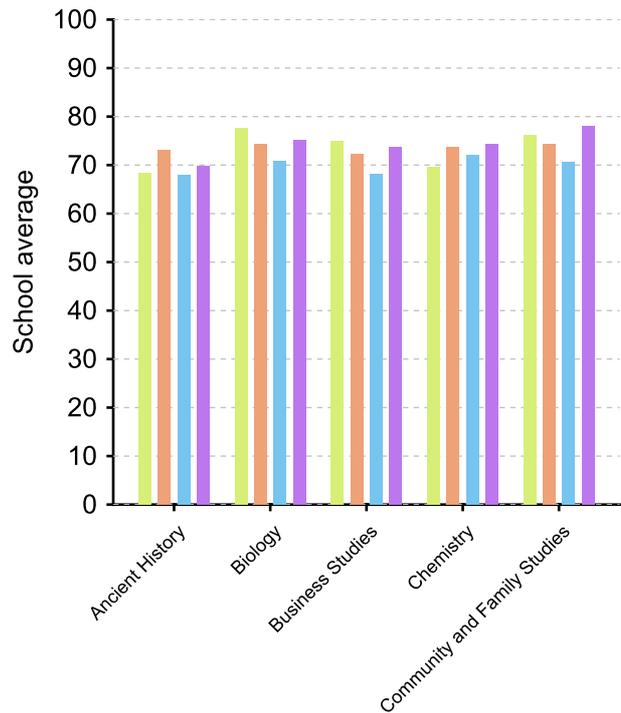
In Year 9 Reading no Aboriginal students achieved in the top two bands. However, two of the three Year 9 students achieved well above their expected growth for Reading.

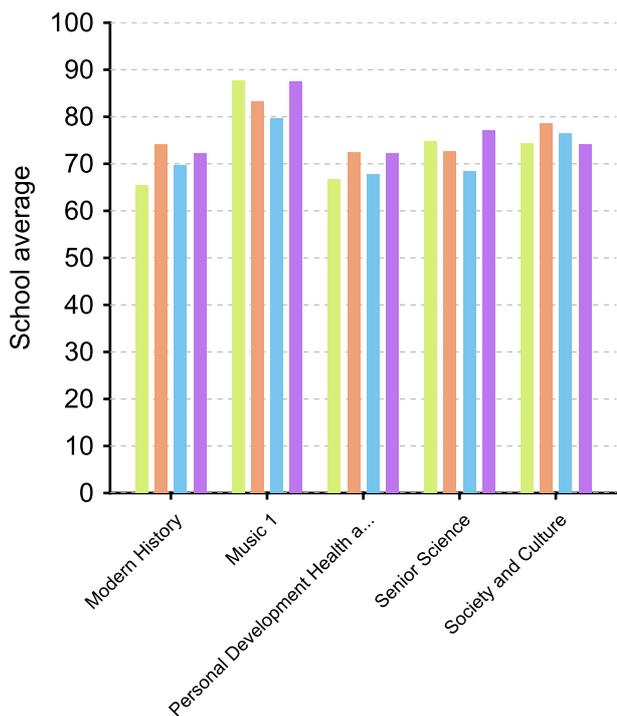
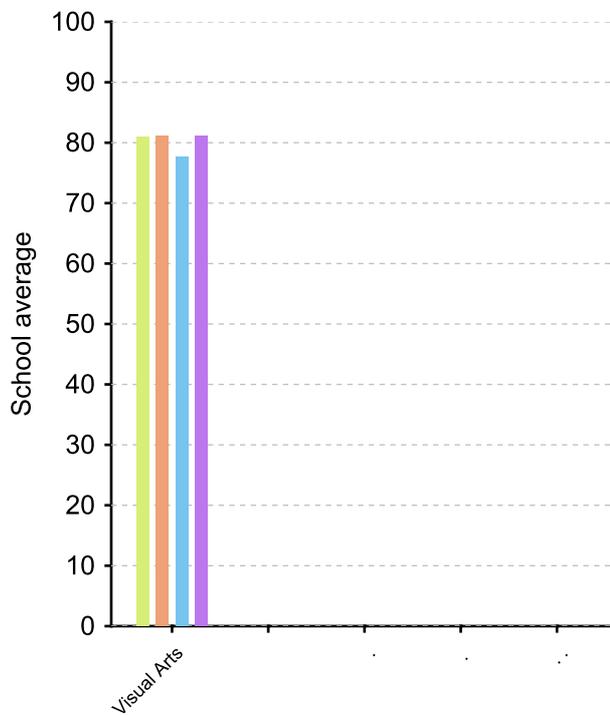
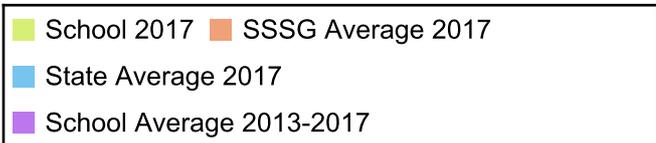
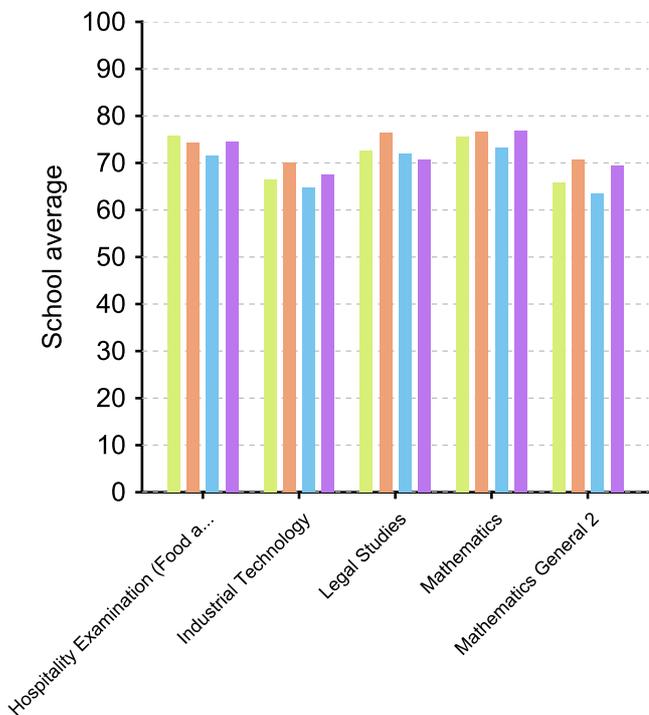
In Year 9 Writing, 25% of Aboriginal students achieved in the top two bands. Three of four students who sat this testing showed exceptional growth – that is well above the expected growth.

In year 9 Numeracy, 50% of students achieved in the top two bands. Two of the three students were well beyond their 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 Area

In **Advanced English**, the results were 1.8% below state average, however, 50% of the cohort earned results in the top two bands which is an improvement on the 48% from last year.

In **Standard English**, the results continued the upward trend from 2016 with students achieving an average of 69.2% which is 1.9% above the state average of 67.3%. In terms of the school's band history, 44.6% of Standard students earned results in the top three bands which is an improvement on the 2016 results where 37.4% earned results in the top three bands.

Extension 1 English, the results were slightly lower than 2016 with students performing 1.1% below state average. In terms of the school's band history, 80% of the cohort earned results in the top two bands with 20% of students earning notional Band 6s and 60% earning notional Band 5s. The results for the creative writing section continue to be above state average. Improving this section was a teaching and learning focus area in 2016 and continued to be a focus in 2017 and it is clear the strategies implemented are effective.

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

Mathematics Key Learning Area

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

2017 HSC year. 20% of the candidates achieved in the top two bands with 70% of students achieving a Band 3 and above. The school continues to see a growth from the lower bands to Band 3 and above. Additional lessons held in the mornings it is felt to have contributed to individual student improvements and achievements.

In **Mathematics** 70% of students achieved a result in the top three bands, with 40% achieving in the top two bands. This illustrated a movement from the lower bands with no student achieving at a Band 1 level.

Extension 1 Mathematics saw an improvement in the overall result with 100% of the students achieving in the top two bands with the state obtaining only 80% of candidates. This result has been a pleasing improvement over past years.

Extension 2 Mathematics saw 100% of our students achieving an E3. Results for this course show a similar achievement in these levels over recent years. This was a small cohort.

Science Key Learning Area

Biology candidates scored 3.23% above the state average. Four candidates achieved a Band 6 and a further eight candidates achieved a Band 5. 79.15% of the 24 Biology candidates were in the top three bands compared with 68.23% for the state.

In **Chemistry** 64.28% of the 14 candidates were in the top three bands. No candidate received a Band 6; one student achieved a Band 5, and eight achieved Band 4.

Earth and Environmental Science candidates scored 5.12 % above the state average. No candidate received a Band 6; however, 40% of candidates achieved Band 5 and the remaining 60% received Band 4 (compared with 73.77% state wide in the top three bands).

In **Physics** one student achieved a Band 5 and two more candidates achieved a Band 4. No candidate received a Band 6; 37.5% of the eight Physics candidates were in the top three Bands for this subject.

Senior Science had 71.42% of candidates in the top three Bands compared with 58.96% for the state; 3.39% above the state average. No candidate received a Band 6.

Information Process and Technology had 33.33% of candidates who received Band 6. The remaining 66.66% received Band 4 for this subject. 100% of candidates were in the top 3 Bands while state wide this number was 64.83%.

HSIE Key Learning Area

In **Ancient History** there were 41% of candidates who gained a Band 4, 5 or 6.

In **Business Studies** there were 5 students who achieved a Band 6 with 69% of students achieving in the top three bands (Bands 4, 5 or 6). Overall the cohort performed above state average.

Modern History performed well with 71% of students achieving a Band 4, 5 or 6.

100% of students studying **History Extension** achieved Band E3, achieving an average above that of the state.

Society & Culture had two candidates achieving a Band 6 and had 64% of the candidates achieving on the top 3 bands.

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 growth in student performance. In Ancient History, Business Studies, Legal Studies, Modern History and History Extension, a significant number of students demonstrated an overall improvement in their performance, adding value to their 2014 NAPLAN results.

Personal Development, Health and Physical Education Key Learning Area

32 candidates completed the **PDHPE** in 2017. 13% of candidates achieved a Band 5 or 6 result. 68% of candidates scored in the middle bands (Band 3 & 4), which was not only higher than previous cohorts at the school but also higher than state average for the course.

A scatterplot analysis of the overall results for the 2017 group in conjunction with Year 9 NAPLAN figures indicated the majority of students performed above their predicted result for PDHPE, which in-turn indicated that most students are still making progress in their ability to write and respond throughout Stage 6.

In 2017, 25 candidates completed the **Community and Family** studies course. 40% of candidates achieved a band 5 or 6 which was 10.39% above the state average. Of these candidates, three achieved a Band 6, which was 12% of the course and 7.8% above the state average. Seven candidates, 28% of the course, achieved a Band 5 which was 2.59% above state average. 48% of all candidates who completed the Community and Family Studies Examination improved their assessment result by more than 12 marks in the HSC examination.

Creative and Performing Arts Key Learning Area

In **Visual Arts**, 100% of candidates achieved results placing them in the top 4 bands. The school's average HSC assessment mark for this course was 80.28% which placed the cohort above the state mean of 79.24%. This result is a slight improvement from the previous year's school result. Two students achieved a Band 6 (9.09%), ten students achieved a Band 5 (45.45%) and eight students (30.36%) achieved a Band 4.

Overall the cohort performed very well with the Z Score analysis reflecting 0.54% above state average for the group. Analysis of specific aspects of the examination reveal that over 40.7% (11) of students achieved between 20–25 of 25 marks for the essay writing

component. This is attributed to explicit teaching of the ALARM scaffolds and literacy initiatives.

Drama had 10 candidates in 2017. Three candidates achieved Band 6, four candidates achieved Band 5 and the remaining 3 candidates achieved a Band 4. Overall the cohorts' results were above the state average. Two candidates were nominated for OnStage for their Individual Project and one was placed on the Reserve list for the final performance. This indicates that these two candidates achieved an A in this component of the course.

The class average for the Individual Project was 25.26 compared to the State average of 20.14. Majority of the candidates achieved either 9 or 10 out of 10 in Criteria 2 and 3 and this was better than expected and very gratifying. In the Group Project an analysis of the overall results indicate that all candidates were achieving in the A Box for each criteria of the exam. All candidates were awarded at least an 8/10 for each of the 3 criteria; this was above the state average in some circumstances the class was at least 2 marks above state average.

Dance results indicated that 75% of candidates achieved a Band 5 and 25% a Band 4. 2017 saw 100% of candidates achieve results in the top 3 bands. This is a significant improvement from previous years. Six students were nominated for 'Callback' a display of HSC Dance works.

Music 1 had 11 candidates who completed the course. 90.9% of students achieved in the top 2 bands for Music 1. The classes average result was 87.45% compared to a state average of 81.45%. This was 5.90% above state average. Three candidates received a Band 6 result, seven students a high Band 5 and one student a Band 4.

In every area of the aural paper (all 4 questions) the cohort was above state average in some circumstances by up to 2 marks. Our strengths continue to be the performance, musicology and aural components, sitting well above state average for these sections of the examination. It should be noted that the performance average for the cohort was 57/ 70 while the state average was 48 / 70. A 9 mark difference between the cohort and state average.

Applied Technology KLA

In **Hospitality** (Food and Beverage), 20 students completed the Hospitality (Food and Beverage) HSC examination. Two students attained a Band 6, 7.16% greater than state average. 80% of students received a Band 4, 5 or 6, which is 16.05% greater than state average. The mean mark for the cohort was 75.80%. In item analysis, 100% of extended response questions were recorded above the state mean, 76% short response and 66% multiple choice. All students in Hospitality received a dual accreditation of either a Certificate II Hospitality (Food and Beverage) or Statement of Attainment toward.

In **Food Technology**, eleven candidates completed this course. 72.73% of candidates received a Band 4

compared to the state average of 29.94%. The average examination mark for the cohort was 70.81%.

In **Industrial Technology Timber**, 12 candidates completed this course. Nine candidates achieved a Band 4, 5 or 6. The average examination mark was 66.03%.

Engineering had seven candidates in 2017. Of these one student scored a Band 6; one student scored a Band 5 and 3 students scored Band 4. 72.41% of candidates were placed in the top three bands compared to 65.94 for the state. The School HSC Examination average mark was 2.45 marks above the state examination average.

Languages other than English KLA

In **Japanese Continuers**, a small cohort of two (2) candidates completed the HSC Examination. One candidate received a Band 3 and one a Band 2.

Parent/caregiver, student, teacher satisfaction

This year the school focused upon the opinion of parents through the Tell Them From Me Survey.

Areas of strongest areas of rating were:

- The school's administrative staff are helpful in answering questions or addressing problems.
- Parents felt welcome when visiting the school
- Found written information from the school was in clear, plain language.
- Reports are written in terms parents can understand.
- Parents generally encourage their child to do well at school.
- Teachers expect homework to be done on time.
- Teachers expect their child to work hard.
- Teachers expect their child to pay attention in class.
- Their child is clear about the rules for school behaviour.
- Their child feels safe going to and from school.
- Their child feels safe at school.
- Found emails, telephone and informal meetings the best ways to communicate with them about their child.
- Find social media, emails and texts the most effective way to find out news about the school.
- 49% of our parents want their child to go to University (Note: this matches post school destination percentages of students going to university).

Areas to improve include:

- Informing parents of social and emotional development.
- Informing parents about opportunities concerning my child's future.
- Informing parents about my child were they not making adequate progress in school subjects.
- Informing parents of positive or negative behaviour.

- Parents discussing how well their child is doing in his or her classes.
- Parents talking about how important school work is.
- Teachers taking account of their child's needs, abilities and interests.
- Teachers help students develop positive friendships.
- Teachers create opportunities for students who are learning at a slower pace.

Policy requirements

Aboriginal education

Winmalee High School had 31 Aboriginal and Torres Strait(ATS) students.

Personal Learning Plans (PLP's) continued to be developed during the year with students working closely with Ms Robson and their mentor to identify social as well as learning goals; focusing on broadening cultural awareness, literacy and numeracy, and further development of PLPs. With the support of local Elders and the AECG, the school aims to implement a Darrug Language program. Several staff members have volunteered to be a mentor of individual Aboriginal and Torres Strait Islander students, liaising with them in relation to the demands of school. Electronic copies of all PLP's are accessible to all staff on the electronic welfare system, Sentral. Matt consistently led the Acknowledgment of Country on school assemblies.

Overall attendance rates for our Aboriginal students have been in line with the school's average percentage attendance rate.

Out of the three students in Year 12, three students successfully complete their Higher School Certificate. One student applied for State Rail Engineering Course.

Stage 6 students (3) accessed Mathematics tutoring as needed. One Stage 6 student sought English tuition through Tuition Works and private tutors. Shiann White completed her Certificate of Attainment in Certificate II Hospitality and was part of the Year 12 team who ran @TheCaffeineLab on Thursday mornings. Shiann White took up a traineeship at MacDonald's franchise.

Lillian Hails continues to participate in a Health Services Traineeship with Health Inspirations program run by Nepean Blue Mountains Local Health District out of Nepean Hospital.

Literacy and Numeracy tutoring occurred for all Aboriginal students Years 7, 8 and 9 were participants in the program.

Students from all year groups participated in the AIME(Australian Indigenous Mentoring Experience) for a second year. AIME is an educational program proven to support Indigenous students through high school and the transition into university or employment at the same rate as all Australians. The program offers students the

opportunity to make cultural connections with other indigenous students in the region through targeted tutorial programs run at Western Sydney University to enhance cultural pride through strengthening identity and the importance of acknowledging heritage.

In the AIME program, students had the opportunity to participate in a series of interactive sessions including Maths, Science, Drama, Public Speaking and Indigenous games. The focus for Year 11 and 12 was on closely mentoring the students through the Preliminary and Higher School Certificate course. They participated in one on one mentoring to assist them with university applications, housing needs and transition to full timework. Upon the completion of the program, Year 10 student James Schuler and Year 9 Kurtis Hails were recognised with the award of the Outstanding Performance Award. Matt Curtis received a Recognition of Achievement Award in the AIME program. As well, on school assemblies, .

In addition to AIME, students were given opportunities to participate in cultural programs throughout the year including art workshops (Reconciliation Challenge) and Cultural Day languages and song Day with Jacinta Tobin. Garden Project which involved interested Aboriginal students designing the garden. A Year 9 Horticulture group including Jarrod Zornleib.

Winmalee High School participated in the NSW Reconciliation Challenge Art Competition. The Reconciliation Challenge is an annual art and writing competition for NSW school students. 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. The Visual Arts Faculty was fortunate enough to gain the support of Aunty Jacinta Tobin who came to speak and share songs about our local history. The theme for this year's competition was "Where's Your Country?" Students have made personal reflections of sites of personal significance.

Student participants included Clare Peters, Scott McCormick, Matt Curtis, Cassidy Roberts, Skye McGuinness, Paige Stubbs, Max Gleeson– Stanley , Manni Foeken, Karina Fiddling, Sophie Broderick, Elizabeth Richards, Jessica Friel, Jemma Price, Star Ernst, Courtney Tickner and Troy Zoernleib.

Over 220 entries were received this year and nine works were awarded overall in the secondary division – Winmalee High School received four including fourth prize with Max Gleeson–Stanley's work 'Mountains on my Mind' and three commended awarded to Karina Fiddling, Cassidy Roberts and Clare Peters. Works were displayed at the Powerhouse Museum and are now touring Nationally throughout 2018 as part of the National Trust Exhibition.

Winmalee High School continued to foster the relationship between students and local Elders including Aunty Carol Cooper, Uncle Graham Cooper and Celebrated Elder Michael Jungura. Ms Robson continued to support the local Aboriginal Education Consultative Group (AECG), attending regular monthly meetings throughout the year and working with

students and families to further foster relationships with the Aboriginal community.

Ms Robson and Mr Pendergast (Term 4 only) were in charge of overseeing the Aboriginal Program in 2017. They have been supported by many teachers who give up their time to mentor students and assist with other programs and events offered during the year.

Multicultural and anti-racism education

The school regularly celebrates Harmony Day which promotes multiculturalism and anti-racism; in particular respectful relationships with others of any culture or religion. It about being able to live in harmony with others regardless of their difference and diversity. Our school has a saying 'Be who you want to be at Winmalee' which suits this positioning.

This year students continued to focus upon refugees. The main purpose was to broaden our communities understanding of refugees. This was achieved through the Youth Shoe Box Project. This project encourages young people to get together and fill a shoe box with small gifts. They pick the gender and age for the gifting and then fill it with: something to love; something to play with; something to wear; something for personal hygiene; something for school; something special; and a personal note. This sits well with our school values as it encourages young people to be generous, giving and welcoming towards children and young people seeking refuge and asylum in Australia at Christmas.

Winmalee High School has strong and clearly defined expectations about being kind and respectful to others. All students have a right to be safe and a right to be respected regardless of their difference. This is part of our PBL mantra or core values. These values are reiterated again as part of the Wear it Purple Day this year, the support statement was 'Be proud of who you are' and 'Be who you want to be' at Winmalee High School. Bullying and anti-racism are not tolerated in any form (direct or indirect). 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

One of the main reasons why Winmalee students undertake the tour to Europe is to visit our sister school in Birmingham–Hillcrest school. Since 2007 we have been in a sister school link with this school. It is also important to remember how quickly Hillcrest got involved in fund raising to assist Winmalee after the terrible fires in 2013.

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.

The Winmalee students were presented to Year 8 students at an assembly. There Jack Carver gave a witty 'Hello speech'; Jarrah Tuckerman presented Winmalee's gift to Hillcrest's Principal and Abbey Booth impressed all with her beautiful rendition of our National Anthem.

Each day, the students were given a chance to have breakfast with their buddies in the cafeteria. They then went to classes—some of which were designed for their visit. These lessons included quizzes in History and creative cooking activities. They also played a game of Kingball (like Dodgeball) which ended in a draw. The visit ended with an English afternoon tea, which was a perfect way to finish the visit.

Other school programs

Wellbeing

The Learning Hub

The Learning Hub continued to play an integral role in supporting students to access the curriculum throughout 2017. A calm space arranged in an open plan setting, the Hub teacher and Student Learning Support Officers (SLSOs) provided support for students through intensive, targeted and universal methods.

Intensive support – the Hub Roll Call Group

In 2017, 28 students were provided with an intense level of support through the Hub roll call group. The purpose of this group is to help with organisational skills, physical needs and to increase a sense of belonging for those needing emotional support. Once

settled, many students are then able to transition to other roll call groups.

One example of the success of the Hub Roll call group was shown by the effective transition to Year 7 by ten students who required significant assistance. For the students with high level physical and medical needs, staff ensured that they were safe at school and able to participate in the classroom in a seamless manner. Other students required organisational and emotional support as a number 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 over 85% attendance rates.

Targeted Support – Specialised Programs

The Learning Hub also operates a number of specialised programs run to assist students with their learning, personal confidence, social skills and ability to manage anxiety. These are implemented as needs arise and the intervention is monitored to assess effectiveness. Examples of targeted programs run in 2017 included:

Quicksmart Numeracy – an evidenced based program developed by the University of New England, Quicksmart developed the numerical skills of 16 students in Year 8. Students participated in 3 sessions per week for 30 weeks to build confidence and automaticity in the basic 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 very strong improvement in addition and subtraction response times, and substantial improvements in the accuracy and speed of subtraction, multiplication and division. The substantial improvement represented growth to the order of two–three years' development. These excellent results were supported by feedback from classroom teachers related to increased student confidence and competence in numerical skills.

MacqLit – run for the first time, MacqLit is an intensive reading program developed by Macquarie University. It is designed to support students with dyslexia or other literacy difficulties and involved students attending 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 achievements such as a 33% improvement in reading rates.

Literacy and Mathematics Support Groups – these separate groups assisted students in Year 7 and 8 in need of targeted assistance. They involved 3 small group sessions per week focusing on the basic skills. Students were engaged and attendance rates high. Measured improvements were seen in the reading tests results of all participants. Homework Hub – a new initiative in 2017, a homework group was run by the Learning Hub teacher once a week after school for Year 7 students in Terms 2, 3, and 4. This was an excellent program designed to support students with

their organisational skills and ability to complete assessment tasks. Students were also taught general study skills and approaches to learning. The homework sessions were well attended and a sense of belonging was created in the group.

Socially Speaking and Circle Solutions – led by the Learning and Support Teacher and School Counsellor, these programs assisted students on the Autism spectrum and/or those experiencing difficulty with interpersonal relationships. Students completed fun and engaging activities to develop positive relationships and improve their communication skills.

Yoga and Boxing groups – designed to provide emotional support through movement and breathing, the Yoga group acquired skills in managing emotions, increasing mindfulness and using reflection to build resilience. Students loved the group and reported outcomes such as "I felt more in control and able to cope when I get stressed". The Boxing program developed skills in self-control, personal confidence and emotional regulation for both male and female participants. It 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 is to support the learning needs of students across the school. Many students have Individualised Learning Plans (ILPs) which have been developed with teachers and parents to address learning needs such as dyslexia, dyspraxia and/or emotional needs such as anxiety.

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

In 2017, there were 2191 recorded learning support interventions. Of these, 37% occurred in class through the assistance of Student Learning and Support Officers and the remaining 63% involved visits to the Learning Hub. Within the Learning Hub visits, the majority of assistance 52% related to classwork, assessment tasks or examination support, 30% of visits were for targeted literacy and numeracy interventions and 18% of visits were for social or emotional skills programs.

A new initiative in 2017, was the pro-active support of students through assessment tracking. This involved identifying students at risk of non-attempt/completion of assessment tasks in each year group and having a staff member monitor them to ensure they made Hub bookings and got started on tasks. This intervention resulted in many more students submitting tasks because they got over the first hurdle. For instance, completion of a particular Year 8 assignment rose by 35% between Semester 1 and 2 as a result of this initiative.

The support provided by the Learning Hub had tangible results for learning outcomes in 2017. There was a significant reduction in the number of Year 10 Non Award Determination warnings issued for non-completion of classwork or assignments. These decreased from 234 in 2014 before the Hub existed to 41 in 2017. This shows that Hub intervention helped students complete work and assessment tasks.

Where to from here: The focus for the Learning Hub in 2018 is to continue providing a high level of personalised support and to:

- Continue the assessment tracking process to pro-actively support students to complete assessment tasks
- Expand the writing assistance given to senior students through specialised tutoring
- Empower students experiencing anxiety through the explicit teaching of strategies and use of apps
- Increase the use of assistive technologies, particularly to support students with dyslexia
- Encourage students to develop a Growth Mindset in their approach to learning

Other wellbeing programs

In addition to programs initiated through the Learning Hub, a number of other Wellbeing programs were conducted in 2017 as part of the school's focus on Positive Education. These consisted of both specialised and whole year group activities.

Rock and Water – an evidenced based program developed in the Netherlands, Rock and Water was run for all Year 7 with students attending 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 stand strong appropriately (Rock) and when it is good to "go with the flow" (Water). Teachers were also trained in an introductory session and a parent night 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, the percentage of students reporting confidence in holding personal boundaries rose from 49% to 79% and students made statements such as "Rock and Water was a great way to finish off every week. Vam was a great teacher and I would like to do this program again."

Animation Program – conducted during Sport, the Animation group was led by two Student Learning Support Officers with outside industry experience. This enabled participating students to develop skills in animation and film production that were up to date and relevant. A particular highlight was the creation of a promotional video for the ex-football player now motivational speaker, Paul Wade. The piece was of industry standard and is now used by Paul in his

presentations.

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. The theme of 'From the Mountains to the Sea', meant that students explored where the water in our catchment goes by heading down to the environmental education centre at Narrabeen. In post program surveys, 100% of students rated the program as 'Pretty helpful or Excellent' and all students said they would recommend it to others.

Let's Rejuvenate Program – a new initiative for 2017, Let's Rejuvenate was made possible through a grant from the Foundation for Rural and Regional Renewal. It ran during Sport in Term 3 and was open to students in Years 9–12. Let's Rejuvenate was designed to reduce stress through doing, rather than just talking. Students participated in workshops consisting of drumming, yoga and meditation run by Hearts Hands and Feet, an Art Therapy afternoon and some practical stress management sessions run by the Mountains Youth Services Team. 100% of participants stated that it was 'really helpful' in the post program survey and all reported greater skills in managing stress than in the pre-program survey. Testimonials from the students included comments such as "Meditation was cool; I hadn't done it before".

Positive Behaviour for Learning Team

The PBL team at Winmalee High School is dedicated to promoting a safe, respectful learning environment throughout the school community. This year the team introduced some new initiatives to enhance the school environment for both students and staff. Year 7 PBL lessons are now taught by the year 7 teachers in the first 2 weeks of term 1. These lessons explicitly teach the behaviour expectations of the school.

This year our focus has been on Positive Education with a focus on accepting and utilising feedback, giving a reasonable response when given a reasonable request, and encouraging students to take part in the Winmalee medal. Extended DEAR lessons were held once a term, to explicitly teach students about the PBL focus for the term.

During Term 1 our lesson discussed the theme Reasonable Request Reasonable Response. Students were asked to discuss what a reasonable request and response would look like and how giving a reasonable response would benefit them in school and the community.

In Term 2 our focus was on accepting Feedback with a Growth mindset. This was a school wide initiative to develop how students can use feedback from their teachers to improve on their outcomes. This highlights that hard work, effort, practice and perseverance can

lead to success. The aim behind this lesson was for students to understand that having a growth mindset involves recognising that you can learn new things and that practice, effort and feedback help you to achieve.

In Term 3 we focused on encouraging students to be part of the Winmalee medal. We gave students the opportunity to set achievable goals for the year and highlighted the categories of the Winmalee Medal. Throughout the year blitzes were held for uniform and litter. The purpose of these are to encourage students to realise they have the responsibility to keep the school environment clean and safe by placing their rubbish in the bin and wearing the correct uniform.

This year we offered students an opportunity to participate in 'Clean up Winmalee Day'. Students were given gloves and garbage bags and an area in the school to clean up. Afterwards to show our appreciation students were rewarded with an ice block.

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, our 100% attendance BBQ this year was very popular. This initiative is to encourage students to strive for 100% attendance. These rewards BBQs are held once a semester and have proved very popular with the students.

The Staff at WHS has completed professional learning experiences on positive education which has been facilitated by the PBL team. These experiences have developed common language and expectations across the school community.

The PBL team in consultation with the LST team and the Wellbeing Team has reviewed the Anti-Bullying policy this year. Next year this policy will be presented to the executive team before being presented to the whole staff. Our main focus in 2018 will be on positive education, adding Growth Mindset to the reporting system and the PERMA framework.

Year 9 Work Transition Program

This was a, 6-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 3 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; Leura Café 'Open' day for residents, Mobile Café Van Training in

The Horticulture students completed a practical project with in the school grounds, transforming student areas. As part of the course delivery, they were an integral part of the garden design process, purchased of materials and then went about the physical work of garden restoration, building and planting. In this short time the students worked as a well-functioning team to build a native garden that reflects the importance of the ATSI community, a quiet meeting place, focused on local indigenous plant species and utilising natural building materials.

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.

Year 9 Girls Activities

STEM workshop

A group of WHS Year 9 girls were given a chance to exercise their problem solving and creative thinking skills during a STEM challenge morning organised by UTS engineering staff and students. After an inspiring talk about career opportunities the students were presented with a challenge activity in which they had to program an EV3 robot to remain in the confines of a maze and make its way in and around the maze.

The second challenge was to design a prototype of a floating house. In Cambodia, floating houses are a real world need for thousands of people living in flood-prone regions. The girls worked in teams and rapidly came up with a range of designs to test. The winners thought right outside the box with their entry which held securely 308 marbles! All participants enjoyed themselves thoroughly and are keen to see more of these events in the future.

STEM-based Lunchtime Activities

Years 7 and 8 students took part in a range of projects and challenges including maintaining and flying mini-drones, growing crystals as part of the RACI competition and attempting the UNSW Robocup and the international First Lego League competitions. The WHS team beat 18 other schools to win the regional teamwork award in the First Lego League.

Makerspace

A creativity and invention space has been developed in the WHS library this year in preparation for a Makerspace. This area will be suitable for ongoing lunchtime student projects, occasional wider school invention challenges and as a bookable resource of STEM-based class activities. A pilot scheme was run involving 6 keen Year 7 and 8 students. They were given the task of producing a series of sensory boards for a local Primary School Special Needs Unit. Students produced creative designs and prototypes while practicing modern project development skills.

The school was also successful this year in achieving a Makerspace grant from the Department of Industry, Innovation and Science which will fund the continuing development of the program in 2018.

Curious Minds Program for Girls

in STEM Eloise Dennis, in Year 10, successfully completed her six month long mentoring project with the Curious Minds program in STEM. She was one of fifty-four school girls from across Australia accepted into the Curious Minds learning and mentoring program for girls in science, technology, engineering and maths (STEM). The Curious Minds program exposes participants to outstanding female role models working in a variety of STEM fields. Each school girl is matched with a mentor drawn from a pool of more than 120 women working in science, industry and engineering fields. The girls participated in a six month long project with their mentors and attended two residential science camps at the University of New South Wales (UNSW) during December 2016 and July 2017.

digIT Program in Information and Communication Technology

Ethan Powell, in Year 9, and Julian Curmi, in Year 10, both completed the digIT Program in Information and Communication Technology. This is a six-month program that combines two residential camps and a mentoring program at Macquarie University. The camps, during January and July 2017, enable highly capable students to explore all aspects of Information and Communication Technology, including programming through guest lectures, interactive sessions, practicals and field trips. The mentoring program sees students matched with a mentor recruited from a variety of ICT backgrounds.

Year 10 Social Media Workshop

This Year 10 workshop was about creating an appropriate Social Media profile for each student. It formed part of the school focus on Positive Education and Career Education and was supported by the Blue Mountains Work Inspirations program. The workshop complemented what was being taught in PDHPE and in the Year 11 English 2018 syllabus so the students were able to view their activities from a school and industry perspective. The aim of this workshop was to assist students create an appropriate social media profile for the purpose of recruitment, university and scholarship application.

The workshop was presented by Debra Wylde from Ruby Spur, a local Social Media specialty industry represented. Students learnt how they can proactively address the challenges of recruitment and employment applications and engage with the ever changing on-line requirements being used by industry, and tertiary institutions. The workshop examined safe social networking, laws related to technology, privacy settings and managing digital footprint.

Year 10 Leadership Program – Base camp Winmalee High School

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

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

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

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

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

Year 10 students reported that: They enjoyed the week; that being asked to complete tasks that are outside their normal scope is a challenge; that they need to work at overcoming personal biases and preferences in order to broaden the scope of what they do.

Working alongside peers that they would not normally engage with, expanded their understanding of personal attributes and allowed them to recognise and appreciate the skills and expertise of others. They were proud of their personal and team achievements and that being challenged is an important part of personal growth and development. There are a variety of ways for them to make a contribution and create a broader sense of community within the school and the importance of positive role modelling for their personal success. The experience and development of skills was

valuable as they were commencing the journey towards transitioning to senior school and or the work place.

Year 10 Leadership Camp – Jindabyne

This leadership program based in the state's alpine area aims to develop a range of resilience, teamwork and personal skills whilst having to live and play in an extreme environment. These include:

- Developing positive relationships skills – participation and teamwork
- Developing their growth mindset – taking risks by undertaking new challenges/unfamiliar territory; undertaking deliberate practice; developing resilience skills by pushing through their comfort zone and persisting through challenge.
- Developing a greater sense of their personal identity and confidence in their ability – what are my skills and abilities that help me cope in a range of challenging situations. Acquiring and mastering new skills and transfer other physical skills.
- Developing leadership skills and put these newfound skills into practice.
- Social skills of coping, compassion, empathy and awareness of their own feelings and the feelings of others.

All students were involved in either preparing meals for everyone, cooking meals or cleaning up after meals. This develops a sense of achievement in many students who may not regularly engage in these duties at home. The students are organised in friendship groups and are able to develop their relationship skills in these groups across the week. The no phone policy supports their interaction with each other and with their teachers.

Each gender has their own dorm. They spend four nights together coping with the presence of other students, undertaking routines around toileting, showering, dressing, sleeping etc in the company of others.

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 the 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 skiing and snowboarding skills further; venturing further afield from 'base' as they become more confident.

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 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.

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. Workshops were conducted by a combination of classroom teachers and counselling staff and school executive.

Workshops covered areas of goal setting, brain functioning, positive learning behaviours, essay structure, stress factors, relaxation techniques and the HSC Board of studies requirements and assessment requirements.

The Year Adviser was on-hand during the two days, participated in the seminars alongside the students developing a teacher understanding of the challenges and adventures facing senior school students. An important component or outcome desired over the two days was the development of self-motivation. The university campus environment helps sets the tone for this.

The 'For Schools Coordinator' from UWS share personal experiences, course information and pathway entry points plus the concept of the ever-changing jobs for the future... 'are you ready'. The aims or outcomes of the two days included:

- The students understanding the transition they must make, moving from a 'junior school' perspective to a 'senior school' maturity.
- Reinforcing the importance of being motivated and engaged with their studies and whole school community, whilst understanding the requirements to achieve their best academic and social performances; maximising their results and post-school opportunities.
- Familiarising the students with the NESA requirements and the practical strategies that each student can employ to achieve their personal goals and the strategies to become an independent and active learner.
- Developing a positive mind set towards the HSC task ahead.

Students said they took this inspiration from the speakers and their life stories. The students were unanimous in their thanks to the staff and speakers who presented and supported them during the workshops and seminars. Specific student feedback highlighted positive responses to:

- The motivation presentations, who 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.HSC marking and ATAR awards.
- Tertiary Education options and pathways.The sense of group cohesion that was developed, preparing them as a group to embark on the challenges and achievements of their senior years.
- The sense of priority that was developed toward their schooling and their personal journey.
- Post school career options and in particular Tertiary Education were viewed as an important outcome from their schooling.

Students report that such an event as the Year 11 Study Skills Seminar increases their motivation to work towards achieving such opportunities and their ability to see themselves as a successful graduate of Winmalee High School and a tertiary or university student with reward for their personal efforts and a focused career plan.

Creative and Performing Arts

Drama

Students of Drama were provided with a multitude of opportunities in 2017. Year 11 prepared a highly entertaining production of 'So Much to Tell You' by John Marsden in Term One. Matinee performances were presented to Year 8 English classes and the evening shows were well attended by friends and family. In Term Four, Year 11 presented engaging scenes from Jane Harrison's play 'Stolen,' at the annual Showcase night. This play is part of their HSC studies and the experience proved invaluable in developing their understanding of the text and topic being studied.

Year 10 Drama presented their playbuilt piece for the school ANZAC Service. Year 10 also presented an engaging piece at the Annual Showcase night. This movement inspired piece was created by the students themselves using Shaun Tan's short story 'Stick Figures'. Select students also presented their successful Monologues that were developed from their study of Louis Nowra's play 'Cosi'.

The Year 9 elective class presented their first public performance at the Annual Showcase night in Term 4. The piece explored the colonisation of Australia in a satirical way and although quite long the majority of the students performed well.

2017 saw the introduction of the Junior Drama Ensemble for interested Year 7 & 8 students. This ensemble ran after school and was coordinated and directed by Miss Jarrah Tippet-Moore. Students in this ensemble presented their first public performance at the Lights Up Festival at the Joan Sutherland Performing Arts Centre in August. The piece was self-devised and explored the use of neutral masks. The Year 7 & 8 Ensemble held their own Showcase evening in Term 4 as the Annual night coincided with the Year 8 Camp. At this public event they presented scenes from the Australian play 'Stories in the Dark'

discovered the importance of preparation, rehearsal and regular attendance.

Next year, it is hoped that this group will perform with all the other Drama classes in December. The introduction of this Ensemble had a positive impact on enrolments in Elective Drama in Year 9.

Our strongest results at Winmalee High School came from our Year 12 class. This has been the case for the last four years. The class presented their HSC practical performance pieces at the HSC Showcase in August just prior to their examinations. Most students performed to a high standard and two students received a nomination for OnStage after the examinations. OnStage is the HSC Drama Showcase of exemplary work and is held at the Seymour Centre every February. Two Individual Projects were nominated and one Individual Performance by Natalie Schroder was short-listed and placed on the reserve list to perform at OnStage.

Music

In 2017 Winmalee continued to offer a breadth of opportunities to students across a range of events and performances. Over 150 students choose to participate in extra-curricular music programs including band ensembles, vocal groups, Guitar ensembles and string orchestras.

PULSE is the premier performance event for Western Sydney, held in the Opera House each year. Between the orchestras, choirs, featured artists and dancers, Winmalee High School had over 60 students involved. Music staff play a key role in the management and creative team for this event. Winmalee High School students were represented in the PULSE Concert Band, Big Band, Massed Choir, Featured Artists, Featured Items and Regional Ensembles for 2017.

2017 was a successful year for Winmalee High School for Arts Unit events. The school's Jazz Band was showcased at the Arts Unit Primary Proms (Sydney Town Hall) Festival of Choral Festival (Sydney Opera House). Our Vocal Group also represented the school at the Arts Unit Festival of Music Concerts at the Opera House and Town Hall.

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

Our instrumentalists are to be congratulated on reaching such a high level of achievement on their musical instrument. During 2017, 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. These ensembles are extremely competitive to gain entry to and offer the highest possible musical experiences for students in NSW.

The HSC music classes were extremely successful with all students achieving results being in the top three bands. One of the Music students, Chelsea–Lee Asovale was awarded a nomination for Encore as a result of her exceptional HSC music performance results. Chelsea also performed as a feature artist in School Spectacular.

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

Other performance opportunities for our students throughout the year came in the form of local and community events where many of our senior students have the chance to practice their performance craft. Such events are Rotary Functions and other local community events. Students in our ensembles performed live in the orchestra for the school Musical The Addams Family.

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 bands. The school has been fortunate to have received workshops from a number of professional musicians over the years. During 2017 the school has had ongoing instrumental tuition from Tim Oram, David Henry and Tony Rea. The drum/rhythm section workshop was presented by one of Australia's leading drummers, Jamie Castrisos.

Dance

The Dance program at Winmalee High School is continuing to excel with approximately 100 students involved across Years 7–12. Involvement in the Dance Ensembles Program requires an audition process in Term 1. This year, 6 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. In 2017, the WHS Dance Company gained a 2nd place at Hawkesbury Eisteddfod, were on the reserve list for the State Dance Festival, and selected for Synergy Public Schools Dance Festival, Blue Mountains Nepean Dance Festival and the Schools Spectacular. 16 WHS Dance Company dancers made a high–profile contribution at School Spectacular dancing with the State Dance Ensemble.

The Hip Hop Crew choreographed by Jasmine Gyori and Morgan May made it through to the state finals held at Bella Vista. In 2017, all Ensembles completed in the Hawkesbury Eisteddfod gaining multiple placings and awards. Jasmine Gyori and Morgan May were part of the PULSE Dance ensemble.

In 2017, one student (Ciarra Sheehy) was selected into the NSW Public Schools State Dance Company. This student performed at numerous high profile DEC and Public events across the year. Students have the opportunity to perform at school events such as Open Night, HSC Dance Showcase and the annual WHS Dance Showcase.

HSC results in Dance were outstanding in the practical performance and composition components. Several students were nominated for 'Callback' a showcase of HSC Dance works.

Debating

Winmalee entered four teams in the Blue Mountains debating competition. As always, the students were talented and gracious in their efforts and commitment to the cause. They were also very successful. Both Year 8 teams were the finalists. The Year 9 side were semi–finalists and the Year 10 side won the Year10/Seniors combined competition.

Rotary Public Speaking

Three Year 10 students: Eloise Dennis, Molly Holland and Clair Kinder, took part in the 4–Way Test public speaking award. They were to give a talk on an important issue that involves their passions. All three were amazing in their beliefs, knowledge and poise in their speeches. The audience were impressed with all 3 young, talented students.

MUNA

This stands for Model United Nations Assembly and it is another Rotary event. Students from various schools across the state form teams and these teams are allocated a country to represent at a mock Assembly. The Winmalee Team comprised Emily Law, Adam Roth and Jack Carver. They were given the task of representing North Korea. They were excellent over the two days and finished second. There were over thirty teams from public, private and selective high schools and the Winmalee Team were superb in being able to triumph in such company.

Sport and other physical activities

Winmalee High School has had a successful year across a wide variety of sports in 2017. 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 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, Gymnastics, Netball, Rugby Union, Rugby League, Snow Sports, Soccer, Swimming, Tennis, Touch Football, Triathlon and Water-Polo. This range of sports highlights the diverse skills Winmalee High School students possess, and the willingness of teachers to give up their own time to give the students as many opportunities as possible to have an opportunity to participate, 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

The athletics carnival was held at Tom Hunter Oval and it was a very successful day. Our students ran, jumped and threw well and we had a very strong team which went through to the Zone Carnival. We had numerous athletes' progress through to the Sydney West and CHS carnivals.

Cross Country

Winmalee High had success across all Cross Country carnivals throughout the year. We had a great turn out for the Zone carnival held at Glenbrook and had some impressive results. Many athletes progressed through to the Sydney West Carnival and achieved some good results also with athletes competing at the CHS 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. The school was placed 1st in the zone carnival winning both the boys and girls points score. And was also highly placed at the Sydney West carnival.

Knockout sports

Winmalee High School participated in a variety of knockout competitions all with varying results. Students across all year groups were able to participate and compete against other schools in a variety of competitions where they developed a variety of physical and social skills.

Zone/Sydney West/CHS Representation

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. Tiarna Offner was recognised by the Sydney West Sports Association and was presented with a sport recognition award. This is one of the highest honours given by this organisation and recognised her outstanding contribution to

basketball throughout her school life.

Ski Racing

Ski racing this year saw a squad of 40 students represent the school at Perisher competing against a number of Private Schools in NSW and matching it with them in a variety of races.

Rugby Union

This year Winmalee had success in a number of rugby union sporting contests. In the Sydney Region Rugby 7's carnival, Winmalee entered two boy's teams in the U/14 section. One team comprised only Year 7 students who were given their first taste of this game. This team was designed with the future in mind, hoping that they can develop as a team in the coming years. They were remarkable in how quickly they learnt the basics of the game during their training sessions. They were excellent in their efforts on the field. The other team comprised the more experienced players comprised of players from across the year groups. They made the final (which is the third time Winmalee has done so in this carnival) but were defeated by Westfields Sports HS. In fact, this team only lost to the sports high school team during the event.

On an individual note, two Year 12 girls were selected in the Sydney West Girls Rugby Union Squad. They were Chelsea Asovale and Alicia Sandford. The squad came second in the CHS championships and also achieved success against ACT and NSW Country during a tour of Canberra. Chelsea was also selected to be a member of the Sydney CHS squad which defeated ACT in an exciting game.

Rugby League

Two teams from Winmalee were entered into competitions this year. Firstly, the Year 8 9-a-side boys team took part in the Captain's Cup carnival. This team was basically the successful rugby union side from last year, which lost only one game. This year, they went one better and were undefeated. Due to one of the games being a draw they did not progress due to a lower number of wins. For the first time ever, Winmalee had a Year 8 9-a-side girls rugby league team. For many weeks the girls trained and learnt about the basics before their three games. Each game saw a massive improvement in their performance and individual confidence. They were an excellent group of enthusiastic players.

NSW All Schools Taekwondo Championships

The Winmalee Wasps Taekwondo Team of 15 taekwondo players competed at the 2017 NSW All Schools Taekwondo Championships in September 2017 with excellent results all around. This is a full contact taekwondo sparring competition. This year was the 26th NSW All Schools Taekwondo Tournament and it was held at Barker College Hornsby, with over 70 schools entered and approximately 280 competitors in total. This is the 9th 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 6 GOLD Medals, 4 SILVER Medals and 5 Bronze Medals. Australian Taekwondo accredited coach and teacher at the school, Mr Verstegen, was very impressed with the way in which all of the Winmalee Team competed with the utmost respect and sportsmanship. The team was also coached by Nicholas Verstegen (ex-Winmalee student Year 12, 2013).

The Winmalee Wasps team has continued their excellent overall results and was placed 2nd in the state for the Team Averages Trophy (which is very hard to do and an awesome result with a team of 15 players as it is easier to win the team average trophy with the minimum number of 5 players that are required for a school team). The points for this trophy are based on the average medal points for the team; with each gold medal being worth 3 points, silver medals 2 points and bronze medals worth 1 point. Winmalee High has won this trophy in three of the last nine years that we have entered a team in these championships.

Additionally, in the Overall Points Trophy, Winmalee High came 2nd in the state. Over the last 9 years, Winmalee's team has now been placed; 1st (three times), 2nd (twice) and 3rd (four times).

Individual Student Match Results

Year 7 – Brianna Denbrok – Silver Medal Female Junior Blue Belt Division; Kayde Holden – Bronze Medal Male Junior Yellow Belt Division.

Year 8 – Matthew Curtis – Gold Medal Male Junior Yellow Belt Division; Cleo Price – Bronze Medal Female Junior Red Belt Division; Luke Stathakis – Bronze Medal Male Junior Red Belt Division.

Year 9 – Aaron Stubbs – Gold Medal Male Intermediate Black Belt Division; Xuanying Lin – Silver Medal Female Intermediate Yellow Belt Division; Marcus Kearns – Bronze Medal Male Intermediate Red Belt Division.

Year 10 – Siobhan Harrison – Gold Medal Female Intermediate Black Belt Division; James Schuler – Gold Medal Male Intermediate Yellow Belt Division; Jemma Price – Silver Medal Female Intermediate Red Belt Division.

Year 11 – Marcus Harrison – Gold Medal Male Senior Black Belt Division; Adam Roth – Silver Medal Male Senior Red Belt Division.

Year 12 – Dylan Schuler Gold Medal Male Senior Blue Belt Division; Hugh Ward – Bronze Medal Male Senior Red Belt Division.

Major Sporting Awards

The Junior Sportswoman and Junior Sportsman awards is given to those younger students who have displayed skill, teamwork and sportsmanship across a variety of pursuits. The winner of the Junior Sportswoman Achievement award was Lillian Patterson and the Sportsman was Michael Bettencourt. Both of these athletes represented the school, Zone and Sydney West in Cross Country and Athletics.

The Sportswoman of the Year for 2017 was Sarah Luxford. Sarah has been an all-round athlete competing in a variety of sports all at the highest level and representing Sydney West in athletics this year. She has been an integral member of the school's basketball and touch teams throughout the year.

The Sportsman of the Year was awarded to Cameron Lever due to his outstanding contribution to a wide variety of sports in 2017. Cameron represented Nepean Zone at both Athletics and Swimming and was part of a variety of school teams as well.

All of the school's representative honours would not be possible without the teachers assisted in coaching/managing a sporting team during the year and for all the effort they put into making sport at Winmalee High an enjoyable experience for all of the students. The students who have participated in a sporting team or events this year are to be congratulated on their effort. All parents who assisted with transporting students to their various sporting commitments for the school are thanked for supporting their child and other children's representation for the school.

Duke of Edinburgh Program

2017 saw the Duke of Edinburgh Program at Winmalee High emerge from a period of reduced activity. Term 1 saw Bronze students undertaking expedition preparation during Wednesday sport. Early in Term 2, all students participated in practice walks in the Glenbrook National Park. During second term a number of students participated in test walks to Blue Gum Forest. Silver students continued with the program completing service, skill and physical components of the program while they waited for an expedition walk.

During September, two staff and eight students walked 60km over 4 days in the Barrington Tops National Park. During the year, six students completed their chosen award with Andrew Peterson completing his gold award which was presented at Government House by David Hurley (NSW Governor). Also at the same time Mr MacCormick, the program co-ordinator was presented with a long service medal. Intake for the Bronze program is looking strong for 2018 with 45 students making an expression of interest. Kayaking will be reintroduced in 2018 as an option for silver