

Windsor High School Annual Report



2018



WINDSOR
HIGH SCHOOL

8396

Introduction

The Annual Report for **2018** is provided to the community of Windsor 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.

Jennifer Hawken

Principal

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School background

School vision statement

Windsor High School strives for academic, vocational and sporting excellence by ensuring each student is challenged with high expectations to achieve the best they can achieve.

Enriched learning occurs, guided by expert teachers in a supportive environment where student welfare is of the highest priority.

Communication and connections with the local community are highly valued by all stakeholders, effectively supporting students and their learning.

School context

Windsor High School is a comprehensive high school of about 500 students, located in the Hawkesbury Valley. Students draw from Wiseman's Ferry in the north to Bligh Park in the south.

The school's Index of Community Socio-Educational Advantage (ICSEA) value is 916 (national average is 1000) with 56% of students from families in the lowest quartile of advantage and 4% in the top quartile. The school receives additional funding under the Resource Allocation Model (RAM). Enrolment is comprised of about 17% ATSI and 7% LBOTE students. The school has a Support Unit, with three classes for students with intellectual disabilities.

A specialised Gifted and Talented program, with designated classes, ensures academic excellence is nurtured.

Stage based specialised classes support students in mainstream who require individualised learning programs in literacy and numeracy. Additional funding is allocated for Learning and Support teachers who assist in individualised learning, and intensive literacy and numeracy support. Homework clubs occurs after school hours, supervised by teaching staff, to ensure NESA requirements are met. Additional staff including a Student Support Officer and School Chaplain further enhance student wellbeing.

Rich extra-curricular activities are offered and dance and music festivals are held in high esteem. The school caters for the academic and cultural needs of our Aboriginal and Torres Strait Islander students through personalised learning pathways and sequential cultural programs throughout Years 7 to 12.

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.

In the Learning domain teachers at Windsor High School focus on individual students' needs and capabilities to engage them in rich learning experiences. In Wellbeing the school is excelling with programs designed for individual students as well as the entire school population – both staff and students. The focus on Wellbeing Week in Term 3 saw increased attendance and many links to external agencies established for different social needs that face our students. Tell Them From Me data is analysed to monitor and refine the whole school approach to wellbeing and learning, with measurable improvements in 2018. In the area of Assessment and Reporting the school is sustaining and growing with an increase in submission rates of assessment tasks across the school and year groups. Professional learning based on modifications to assessment tasks has resulted in the scaffolding of higher order tasks for greater accessibility, meeting individual student needs. The school monitors and reviews its curriculum provision and we are sustaining and growing in this area. We are excelling in the provision of our teaching and learning programs, which are dynamic and show evidence of revision based on evaluation.

The Teaching domain has been the focus of much professional development during 2018, and high levels of professionalism and commitment are the goals of all teachers. Windsor High School is excelling in the area of Data Use and Planning, as student progress and achievement data was used to plan strategically and to develop and implement plans for continual improvement. In 2018 a focus was placed on reading skills in response to NAPLAN data. Students from Years 7–10 participated in reading for twenty–minute periods three times each week. All students were administered the Woodcock reading test by the Learning and Support Teachers to ascertain reading ages and students found to be significantly below their chronological reading age were placed in a tailored Multit–Lit program. Students found to be somewhat below their chronological reading age were placed into a Read to Succeed Program that is facilitated by parents at home. Both programs had significant successes in improving learning outcomes in this area. The school uses Professional Standards as a reference point for whole school reflection and improvement, and is sustaining and growing in the areas of Accreditation and Improvement of practice. We are excelling in our literacy and numeracy focus, with all teachers implementing both writing strategies and Newman's Error Analysis across the school in all subjects.

In the Leadership domain the school is excelling in Instructional leadership as the leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence–based teaching; the ongoing improvement ensures that every student makes measurable learning progress and gaps in student achievement decrease. The school is also excelling in Community engagement as it has prioritised the consolidation of positive partnerships with many community groups; these include our feeder primary schools as well as others from the wider Hawkesbury area. As a result, the school's perception within the community has become highly regarded and our students are sought after to lead and participate in community events. A Primary Partnerships Program was established to improve transition from Year 6–7 in which teachers work in collaboration with primary schools to integrate writing strategies and assessment processes across schools.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Teacher Efficacy

Purpose

Building collective teacher efficacy to equip staff in fostering positive learning behaviour in students and increasing the capacity of teachers to work collaboratively to effect change.

Overall summary of progress

Strategic Direction 1 aims to build and develop teacher pedagogy, utilising the collegial nature of the teachers at Windsor High School to work together to become ever-improving practitioners. A Professional Learning Plan was developed for 2018 that was also aligned with faculty plans and individual teachers' PDPs. Professional learning included differentiation through using Google Apps, providing effective feedback, VR using STEM in classrooms, modifying class and assessment tasks, team teaching strategies, using NCCD to modify tasks and providing effective feedback for PEEL paragraphs. Teachers were given a pre-test based on the DETs Gifted and Talented Policy to collect base line data and the results were used to design further PL to aide teachers in providing excellent pedagogy for our gifted and talented students. Teacher induction was conducted through terms 1 and 2, continuing with early career teachers being mentored by Head Teachers throughout the year, including detailed feedback on lesson observations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of team teaching opportunities provided to teachers, especially for early career teachers .	Beginning teacher funds	Induction program in Term 1 acted as a good base for Early Career Teachers to develop relationships with other teachers and their Head Teacher mentor. PDPs provided the basis for classroom observation and development of all teachers, including ECTs. Early Career Teacher program to be revamped in 2019 to accommodate an increasing number of ECTs at Windsor High.
Increase teachers' understanding of Gifted and Talented education measured through survey data based on pre and post PL knowledge.	PL budget to cover costs of casual relief and programming time.	After participating in the pre-testing for GAT knowledge and understanding, as well as visits to selective schools, faculties are undertaking program reviews and implementing new syllabi with GAT focus for 2019.
All 'Learning across the Curriculum' dot points are mapped across curriculum areas and included in teaching programs.		Learning across the curriculum mapping to take place early 2019 – due to time constraints and implementation of new syllabi.

Next Steps

Working across KLAs will be a focus for 2019, allowing teachers to work collegially and build on the connections between knowledge, skills and understandings between different faculties and subjects; one aim will be to program across KLAs and develop cross-faculty assessment tasks. Early Career Teachers will be undertaking a more structured program using the Great Start, Strong Teachers Program, which relies on a supporting structure of teacher supervisors, mentors and buddy teachers. Professional learning will continue on differentiation, gifted and talented education, effective feedback and assessment – sections of the Great Start, Strong Teachers will be delivered to whole staff during PL sessions. Staff voted to maintain the once a term 3 hour twilight training sessions in 2019.

Strategic Direction 2

Productive Learners

Purpose

Challenge students in a dynamic and supportive learning environment to build resilience, promote reflection and strive for excellence.

Overall summary of progress

Looking after the wellbeing of students is most important to them being productive learners at Windsor High School. In 2018 many programs ran to meet the needs of students in different areas of their lives. The Panthers on the Prowl program was run in conjunction with our Chaplaincy team and played a significant role in developing a group of year 20 boys, focusing on growing strong and responsible young men. Camps for Years 7,9 and 11 ran smoothly with increasing numbers of students in attendance. Wellbeing Week was highly successful and provided excellent links for our school community and connections with external agencies to support our school and students. The whole-school literacy focus was on Reading, in response to NAPLAN data, and all students in years 7–10 participate in quiet reading at the beginning of each English lesson, accompanied by literacy-based response activities. Numeracy revisited Newman's Error Analysis to assist students in reading and comprehending written questions, also as a result of NAPLAN data analysis. Attendance data shows a decrease in the number of HSLO referrals necessary and a lower HSLO caseload proportionate to other schools. Teacher professional development focused on aligning PDPs goals to both the school strategic directions and the teaching standards. All teachers participated in lesson observations and feedback to reach their goals and improve their practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase retention rates with students successfully completing year 12.	\$5000 Wellbeing Week	Attendance data shows a decrease in the number of HSLO interventions within the school and lower case load than other local high school. Increased attendance during Wellbeing Week
Increase percentage of students in top two NAPLAN bands, including Aboriginal students.	\$1000 Reading Program	Since 2016 the percentages of students in top two bands for NAPLAN have increased as follows: <ul style="list-style-type: none">• Year 9 Writing 0.3%• Year 9 Reading 3.7%• Year 9 Spelling 4.4%• Year 9 Numeracy 5.2%• Year 7 Reading 6.15• Year 7 Spelling 11%• Year 7 Punctuation and Grammar 13%• ATSI Students –Year 9 reading 7.7% in top two bands Reading program successfully established during English lessons to further improve in this area.
Use of diagnostic tools to track progress of individual students to show improvement.		Academic support sessions reducing negative parental feedback, increasing assessment submission. Tell Them From Me survey data analysis shows improvements from last year in a range of areas.

Next Steps

In 2019 the focus will move towards effective assessment and feedback to allow students to become more independent as learners, using teacher feedback frequently and effectively. Teachers will also seek student feedback to increase student engagement in lessons. Classroom observations will ensure that all teachers both observe and be observed, discussing their practice with a colleague and writing a detailed reflection to improve practice. Maths Olympiad will be

held for gifted and talented classes in Years 7 and 8 to provide further challenge. Stage 6 writing project to be implemented with a focus on improving HSC results through short and extended responses. A senior mentoring program is being considered to provide extra support for Years 11 and 12 students, to reduce the number of N warnings and assist students with organisation and support positive study habits.

Strategic Direction 3

Effective Communication and Connections

Purpose

Fostering positive, sustainable partnerships within the school and community; empowering individuals to confidently take on leadership opportunities and promoting collaboration through effective communication.

Overall summary of progress

Leadership was again a strong focus for students to develop their skills in this area.. Many leadership opportunities, both within and outside of the school, were provided to students across all year groups. In particular, the Aboriginal students had culturally specific opportunities provided. The rewards program, including the Principal's morning tea acknowledged the successes of individual students. Warrawi Yana Nura Leadership Program has been successfully completed with four Year 9 students graduating in 2018.

The learning community coordinator continued their role in maintaining links with feeder primary schools, including those with Support Units. The involvement of primary school principals in workshops that were offered to primary schools included, Hawkesbury Harvest, Technology, Drama and Sports Coaching. School promotion and communication was increased by the use of Facebook updates, weekly newsletters and the participation of the community in Open Days and P&C initiatives. Further connections were established with our feeder primary schools through Windsor on Stage, which continues to be strongly supported by the community. Data from Year 7 NPLAN was used to form a Literacy working group of our school and primary schools, completing corporate marking activities and furthering connections through writing and assessment activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student enrolments confirming improved perception of the school in the community.		The school has prioritised forging positive partnerships with many community groups, these have included our feeder Primary Schools and those from the wider Hawkesbury area. As a result the school's perception within the community has become highly regarded and our students are highly sought after to lead and participate in community events.
Increasing number of students who have been identified on reports as participating in enrichment activities or displaying leadership capabilities.	RAM Equity \$500	All students were provided leadership opportunities, some of which have been specific to their cultural backgrounds. There has been an extension of the existing leadership opportunities and creation of new ones, which have had a positive uptake from students. These include SRC, Recognition Assemblies, YIPP, Dominic Perrottet Leadership Program, RFS, Panthers on the Prowl Building Young Men, Sister Speak, Warrawi Yana Nura and School Leaders Excellence Program. As a result of these programs, students display strong leadership capacity with transferrable skills into the classroom, workforce and community.
Increased number of parents attending school-based events.		The school has prioritised its promotion through various forms of communication including published media, online presence and attending and initiating community events. Windsor High School is now being recognised as a school of outstanding value and influence in the community.

Next Steps

In 2019 the Strategic Direction 3 team will work to foster a positive, sustainable partnership within the school and community; empowering individuals to confidently take on leadership opportunities and promoting collaboration through effective communication. Executive will develop sustainable partnerships by facilitating opportunities for leadership development within the school community, enabling students to develop confidence and the skill set to participate in enrichment activities and accept leadership opportunities that are provided both within and outside of the school. Staff will work more closely with the community to develop connections with the school enabling them to be active partners, embedding a culture where education is valued.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$125929	Deputy was allocated responsibility for overseeing Aboriginal students and programs, such as Muru Burrapur, YIPP and coordinating Personalised Learning Plans for all Aboriginal students.. Allowah Day at Yellomundee was attended by Aboriginal students and two teachers. The YIPP program was provided for Year 9 and 10 students and their teachers. Learning support was provided to Aboriginal students to assist them in the classroom and to provide face to face tutoring. The focus was on improving basic skills to assist in reaching the Premier's targets and helping students with time management in completing and submitting tasks. Aboriginal students who were identified as being significantly below their chronological reading age were placed into Multi Lit with excellent results in improving reading age levels.
English language proficiency	\$901	Improvement in NAPLAN data for EALD students. EALD teaching strategies have been embedded into Teaching and Learning programs across faculties. EALD Student Support programs were put in place, mainly provided by Learning and Support teachers including one to one tutoring.
Low level adjustment for disability	\$209495	Funding included 1.4 Learning and Support Teachers as well as SLSOs paid from flexible funds. Individual Learning Plans have been created for identified students and shared with all staff. Professional learning was provided to teachers to improve the embedding of differentiation strategies into Teaching and Learning programs, with a focus on assessment tasks. NCCD data was used to identify key adjustments needed for individual students and teachers have recorded these in Sentral. SLSOs are used to support students in classrooms and Multi-Lit was used to meet the needs of students with a reading age well below their chronological age.
Socio-economic background	\$479969	A small class provides support to those students in Years 7 and 8 who do not transition easily into the mainstream high school environment. The class is designed to give students individualised learning opportunities and a supported transition into mainstream by Year 9. Other classroom teachers are employed to sustain a breadth of curriculum, particularly in the senior years where school numbers are smallest. Small class sizes mean students are given individualised learning support in their classes. Many wellbeing programs run throughout the school year to allow students to thrive in the school environment, further allowing them to focus on their learning effectively. Wellbeing Week in term 3 is a highlight in the school calendar and results in increased attendance. Learning spaces have

Socio-economic background	\$479969	been improved with technology being upgraded in classrooms and a Learning Hub established to support students in their learning.
Support for beginning teachers	\$3651	<p>Continued monthly Accreditation Meetings occurred with Ms Mooney, accreditation coordinator, with all beginning teachers throughout the year. Four teachers were working towards accreditation in 2018 and two teachers successfully completed their evidence and submitted their accreditation reports to NESAs.</p> <p>Several Early Career Teachers attended beginning teacher workshops and a Managing Challenging Behaviours course.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	224	212	214	227
Girls	208	209	207	213

Student enrolments have been increasing since 2016. The first gifted and talented class was established in Year 7 2016 and this attracted students to the school who may have previously turned to the private system or selective schools. The school executive has worked hard towards improving the school's reputation, ensuring that the positive aspects of the school are known in the local community; this has resulted in larger cohorts in Year 7 for the last three years.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.3	89.6	92	90.6
8	84.3	88	86	87.5
9	86.2	84.9	87	84
10	86	80.1	81.7	83
11	84.9	85.3	77.3	80.8
12	92.6	87.3	91.4	89.5
All Years	87.2	85.9	85.9	86.2
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Year Advisors monitor attendance and call home if there are two or more days in a week that a student does not attend. Any unexplained absences are checked by Year Advisors each fortnight, they call home to request an explanation. If a student reaches greater than 85% absence a letter is sent home informing parents or carers of possible HSLO

intervention. If attendance does not improve an interview takes place with students and parents or carers; if still no positive change a HSLO referral is completed. When parents are contacted and issues are evident, the school recommends processes to assist the student e.g. counsellor referrals, welfare programs, SLSO and Learning Support Team, mentoring programs and outside services. Students with good attendance are rewarded through our Vivo program, Principal morning teas and at recognition assemblies.

Meetings are held every fortnight with the HSLO to monitor unexplained absences, HSLO also attends Learning Support Meeting where case management is often a necessary approach.

Text messages are sent out on a daily basis to alert parents when students are absent and to encourage an explanation. Letters are also sent out regularly if absences are unexplained.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	9
Employment	2	19	31
TAFE entry	0	4	17
University Entry	0	0	25
Other	7	7	3
Unknown	3	3	15

Employment figures include apprenticeships and traineeships.

Year 10 students in 'other' are going into an alternate setting to complete a Certificate II (ROSA equivalent), then go onto employment and apprenticeships.

Year 12 students undertaking vocational or trade training

In 2018, 68% of Year 12 students and 58 % of Year 11 students were involved in VET courses. They accessed four courses at school including Business Services, Entertainment, Hospitality and Primary Industries. Courses were also accessed through TAFE and varied from Childcare Certificate III, Sports Studies to Animal Studies Statement of attainment. Two students in Year 10 and one student in Year 11 were completing School Based Apprenticeships in Construction.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 28 students completed their HSC at Windsor High School.

Four teachers were working towards accreditation throughout 2018 and two teachers successfully achieved accreditation, with the other two prepared to do so in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	30.5
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.78
Other Positions	1

*Full Time Equivalent

Ms Zenai Beale is an Aboriginal teacher appointed to the school in 2014 as a beginning teacher. In 2018 Zenai completed her fifth year of full-time employment. She is accredited at Proficient Teacher level.

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	43

Professional learning and teacher accreditation

Professional Learning in 2018 included mandatory training in Child Protection, anaphylaxis e-training, SAP payroll changes and corruption prevention, as well as a focus on differentiation to meet the needs of individual learners in our classrooms. Writing and numeracy strategies were introduced with a separate focus for each faculty. UAC and NESAs representatives presented to teachers to increase understanding of requirements for Stage 6 students and the HSC, and to dispel a few myths that arise around the scaling of student results and ATAR scores. Early career teachers also attended beginning teacher workshops and Positive Behaviour Management courses.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	481,059
Revenue	7,200,964
Appropriation	6,966,569
Sale of Goods and Services	27,470
Grants and Contributions	196,744
Gain and Loss	0
Other Revenue	4,913
Investment Income	5,268
Expenses	-7,279,715
Recurrent Expenses	-7,279,715
Employee Related	-6,494,364
Operating Expenses	-785,351
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-78,751
Balance Carried Forward	402,308

Windsor High School's Finance Committee meets monthly to manage the changing needs of the school's budget in meeting the diverse needs of our individual learners. The committee is comprised of Principal, Deputy Principals, School Administrative Manager and other individuals as needed. The school accesses flexible funding to ensure a breadth of curriculum is provided.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,007,716
Base Per Capita	83,404
Base Location	0
Other Base	4,924,312
Equity Total	775,581
Equity Aboriginal	85,216
Equity Socio economic	479,969
Equity Language	901
Equity Disability	209,495
Targeted Total	753,125
Other Total	184,442
Grand Total	6,720,864

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

NAPLAN

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

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

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

Year 7

Spelling: 55% of students at or above expected growth

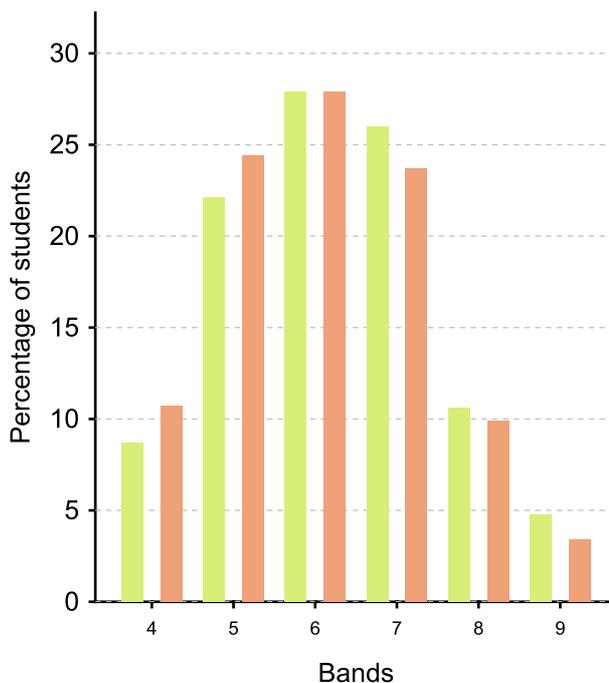
Writing: 60% of students at or above expected growth

Year 9

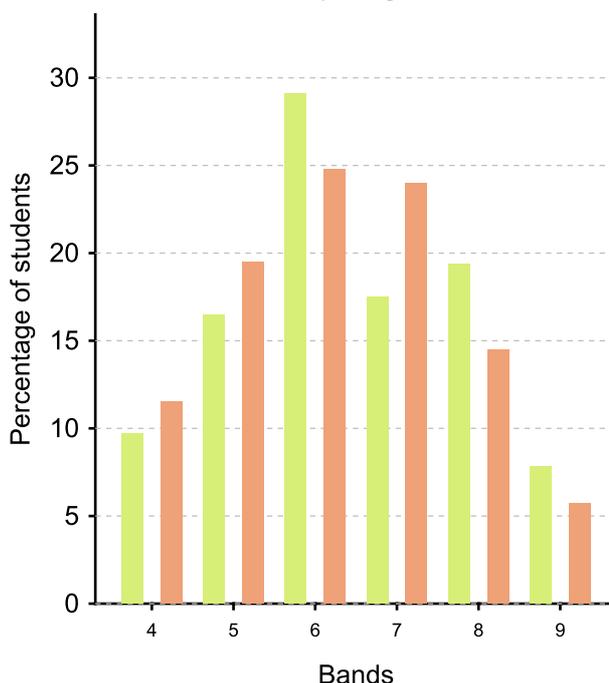
Grammar and Punctuation: 51% of students at or above expected growth

Reading: 61% of students at or above expected growth

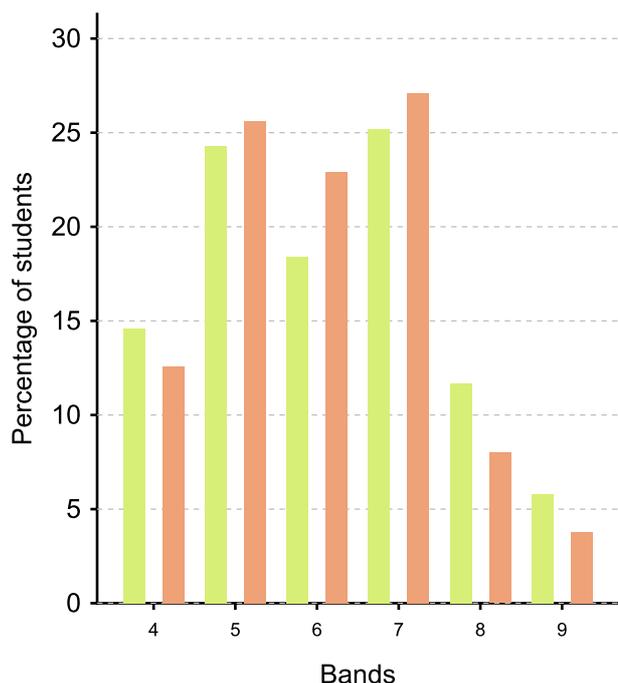
Percentage in bands:
Year 7 Reading



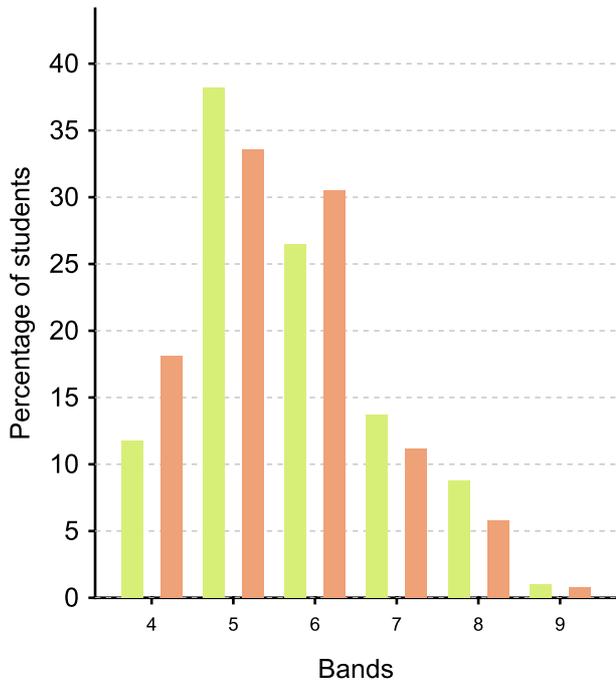
Percentage in bands:
Year 7 Spelling



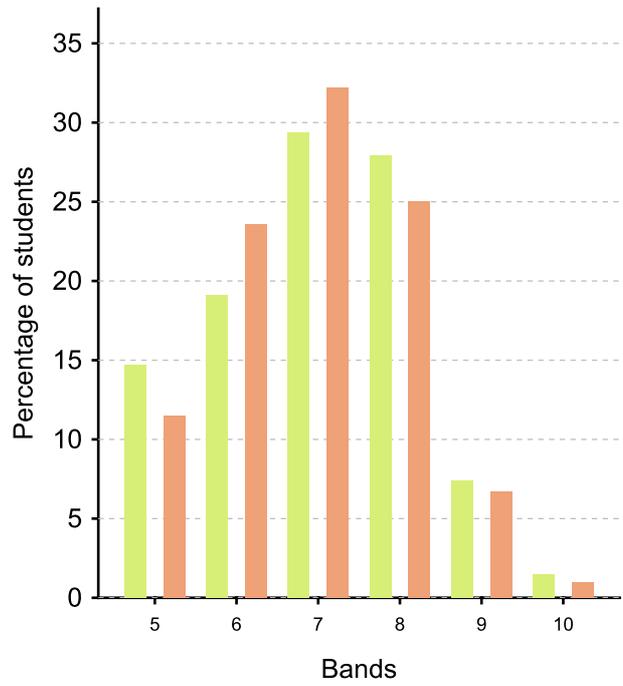
Percentage in bands:
Year 7 Grammar & Punctuation



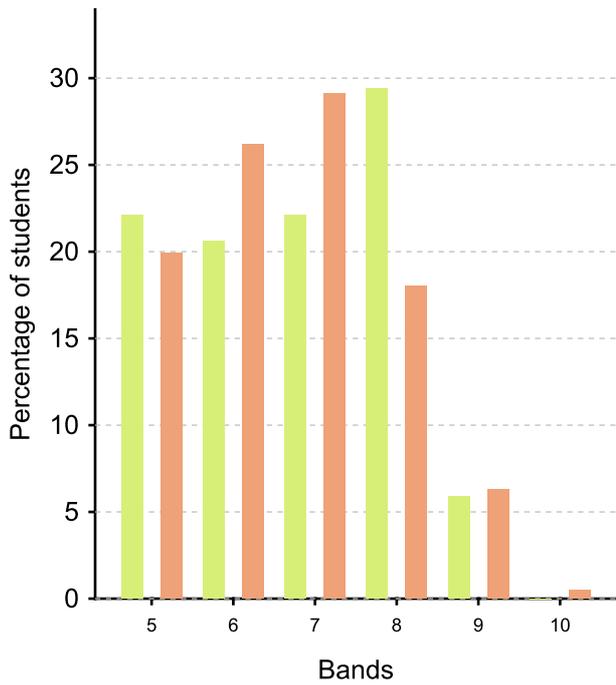
Percentage in bands:
Year 7 Writing



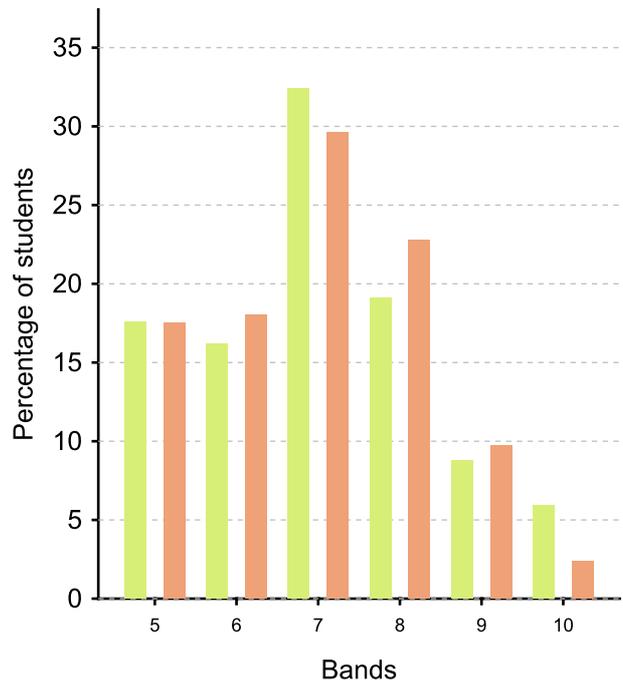
Percentage in bands:
Year 9 Reading



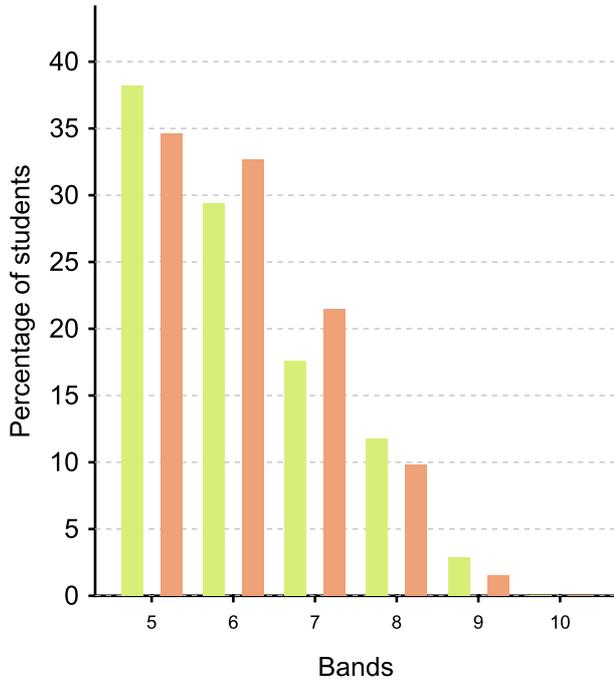
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling



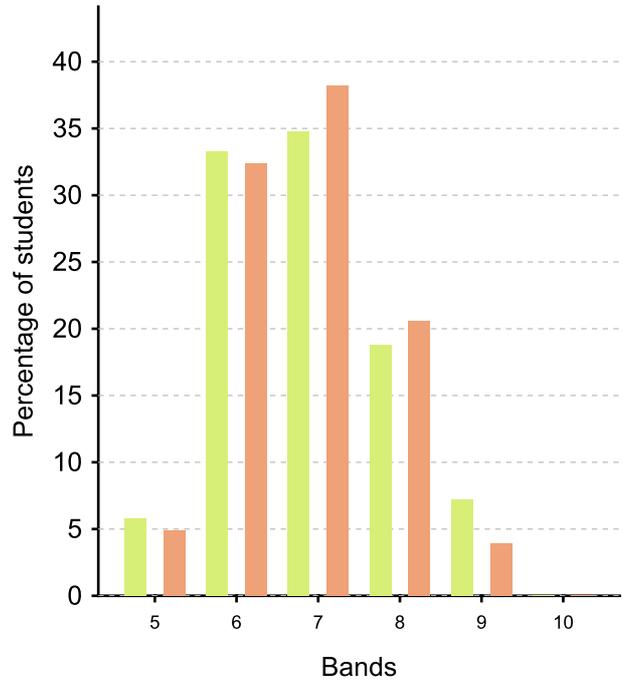
Percentage in bands:
Year 9 Writing



Year 7 Numeracy: 60% of students at or above expected growth

Year 9 Numeracy: 58% of students at or above expected growth

Percentage in bands:
Year 9 Numeracy



YEAR 7:

Reading: In 2018 we had 15.38% (16 students) in the top 2 bands (an increase of 6.15% since 2016)

Punctuation and Grammar: In 2018 we had 18.6% (16 students) in the top 2 bands (an increase of 13% since 2016)

Spelling: In 2018 we have 31.4% (27 students) in the top 2 bands (an increase of 11% since 2016)

YEAR 9:

Writing: In 2018 we had 3.7% (2 students) in the top 2 bands (an increase of 3.7% since 2016)

Reading: In 2018 we had 9.1% (5 students) in the top 2 bands (an increase of 0.3% since 2016)

Spelling: In 2018 we had 18.2% (10 students) in the top 2 bands (an increase of 4.4% since 2016)

Numeracy: In 2018 we had 8.9% (5 students) in the top 2 bands (an increase of 5.2% since 2016)

ATSI:

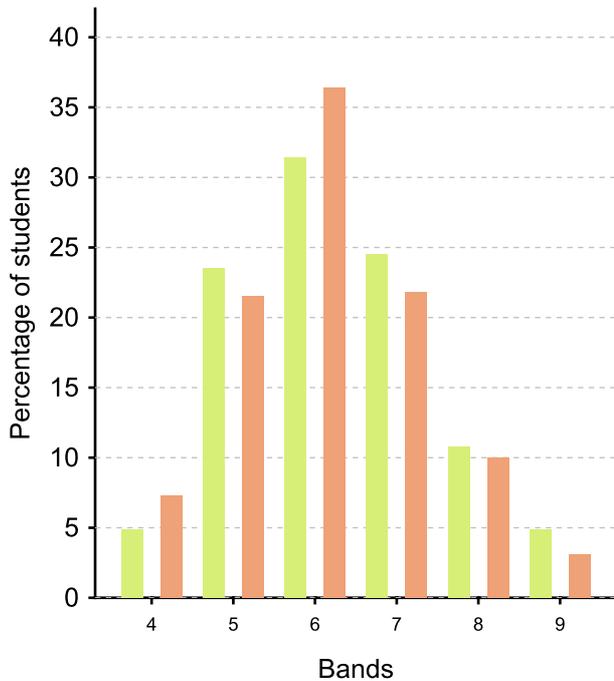
Year 9

Reading: 31% of ATSI students are at or above expected growth

Writing: 43% of ATSI students were at or above expected growth

Numeracy: 54% of ATSI students were at or above expected growth

Percentage in bands:
Year 7 Numeracy

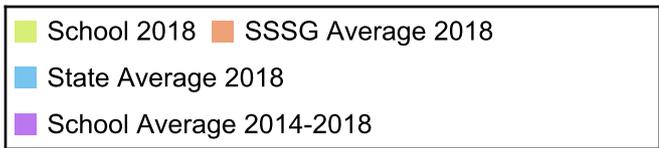
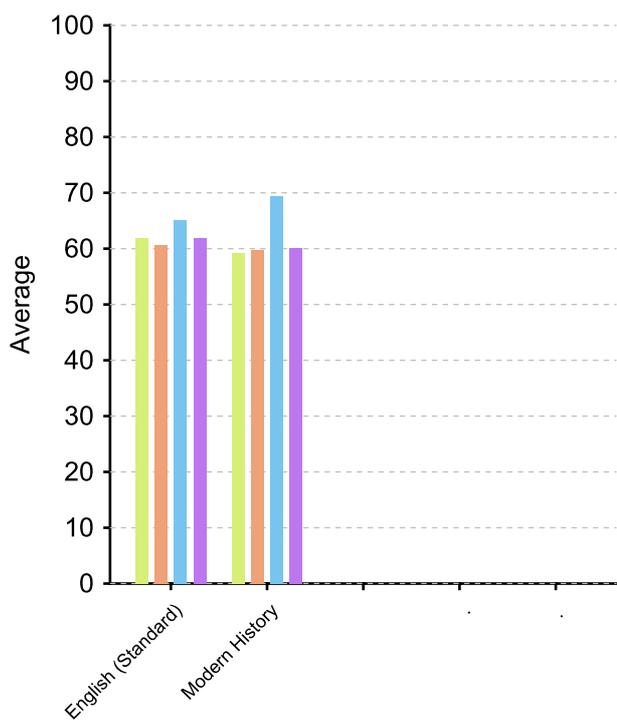


Grammar and Punctuation: 36% of ATSI students were at or above expected growth

Spelling: 50% of ATSI students were at or above expected growth

Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey provides information about the satisfaction of our school community, including student feedback.

Four main area of engagement are surveyed including: social engagement, institutional engagement, intellectual engagement and drivers of student engagement. In the area of social engagement student participation in sports and clubs and positive student relations were above state average, with participation in Sports particularly high in year 7. Institutional engagement was also positive with attendance above state average and Years 9 and 12 showing the highest sense of positive belonging to the school. Intellectual engagement shows that students feel challenged in their English, Maths and Science classes and feel confident of their skills in these subjects with the rates of high skill and high challenge up by 4% from the

previous year. Drivers of student engagement show that we have positive student-teacher relationships and a positive learning climate that are both above state average, while expectations for success was equal to state average.

Policy requirements

Aboriginal education

Deputy was allocated responsibility for overseeing Aboriginal students and programs, such as Muru Burrapur, YIPP and coordinating Personalised Learning Plans for all Aboriginal students.. Allowah Day at Yellomundee was attended by Aboriginal students and two teachers. The YIPP program was provided for Year 9 and 10 students and their teachers. Learning support was provided to Aboriginal students to assist them in the classroom and to provide face to face tutoring. The focus was on improving basic skills to assist in reaching the Premier's targets and helping students with time management in completing and submitting tasks. Aboriginal students who were identified as being significantly below their chronological reading age were placed into Multi Lit with excellent results in improving reading age levels.

Multicultural and anti-racism education

Windsor High School has a strong tradition of pursuing social justice issues, including leadership in supporting the school community to eliminate racism. Teachers, in their role as educators, have an ethical responsibility to eliminate racism in all its forms and this requires an ongoing commitment. Teachers at Windsor High apply knowledge of the cultural and linguistic backgrounds of their students to their teaching practice to ensure a harmonious school culture.