



Education &
Communities

Public Schools NSW

8397

Ashcroft High School Annual School Report



2012



Our school at a glance

Students

The number of students in 2012 totaled 571. Indigenous students represent approximately 12% of this enrolment and more than 50% of the students enrolled are from Non-English speaking backgrounds.

Staff

There were 49.6 full time teachers and an additional 2.8 temporary teachers supported by Priority Action Schools Program (PASP) and 4.4 by National Partnerships (NP) funds. The executive consisted of the Principal, two Deputy Principals, eight faculty Head Teachers and three non-substantive, school funded Head Teacher positions – Student Support Services, Student Welfare and Student Behaviour.

Significant programs and initiatives

Quality Teaching, student leadership and student support services were the major focus areas for the school in 2012. Integrating literacy into daily classroom practice and clear lesson structures inclusive of lesson outcomes and evaluation was a marker point in professional learning and reflection on practice for all staff. Aboriginal programs were once again a significant component of co-curricular activities. Performing arts and sport remained areas of notable achievement.

Student achievement in 2012

Students in Year 7 and 9 undertook the National Assessment Program – Literacy and Numeracy (NAPLAN). The Commonwealth Government sets minimum standards or benchmarks for reading, writing, grammar and punctuation, spelling and numeracy for students in years 3, 5, 7 and 9.

Literacy- NAPLAN Year 7

79.6% of students achieved at or above the benchmark in reading, 65.9% in writing, 85.2% in spelling and 81.8% in grammar and punctuation.

Numeracy – NAPLAN Year 7

82.8% of students achieved at or above the benchmark.

Literacy – NAPLAN Year 9

71.3% of students achieved at or above the benchmark in reading, 47.4% in writing, 86.2% in spelling and 77.7% in grammar and punctuation.

Numeracy – NAPLAN Year 9

85.3% of students achieved at or above the benchmark.

ESSA

Students in Year 8 completed the Essential Secondary Science Assessment (ESSA). The test is completed online. Our students performed similarly to comparative schools in our region.

Record of School Achievement (RoSA)

Students in Year 10 for the first time in 2012 were required to work towards the new credential of a RoSA which replaced the School Certificate. All students who completed Year 10 achieved the credential.

Higher School Certificate

A Band 6 result was achieved in IPT. 34 Band 5 results, or the equivalent extension band were awarded in 14 courses.

Messages

Principal's message

At Ashcroft we regard our work in exploring student learning as the most important aspect of our professional lives. In recent years, we have continued to develop our work as teachers and students in unison, each exploring the nature of learning as one. This has resulted in some revealing insights – students have been quick to comprehend some of the important teaching and learning concepts and then lead some aspects of the nature of learning to all Year 7 and 8 students.

Our teachers can be regarded as some of the best professionals in NSW, opening their classrooms to other colleagues over the years to share their practice and also to incorporate student feedback. This process when combined with the

data collected over the years has resulted in the most insightful analysis. Teachers have been continually supportive of adjustments following feedback. Results from classroom practice have grown to the extent that by the end of 2012, significant areas of practice have continued a three year upward trend. In addition, the results in the HSC have seen a threefold increase over the last four years in upper band results.

This work has complemented the growing depth of the Student Leadership Council. Students have extended their learning in various forums, mentoring students in an ACT school about leadership; hosting a business breakfast as leadership ambassadors; excelling at bridge construction at university against all schools; leading learning in Aboriginal history as best practice in South Western Sydney; designing anti-bullying and safe strategies; leading physical activity programs; articulating to each other the link about knowledge between one subject and another within the high school setting.

Today at AHS, we are connecting learning across all aspects of the school culture in a powerful transformation. The achievements of our students as mentioned provide a great source of pride about the way in which the many parts can come together to make a whole.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ted Noon

P & C and/or School Council message

2012 was a busy year in our school community. Miller TAFE ran two semesters of Basic Computing Course in our school library for parents and community members. This program has been a great success over the past years as it gives our parents and community the skills to return to the workforce, as well as being a great asset in helping their children with homework.

The 2168 Coffee Club is still going strong. This is a group of women from our community who meet in our school common room once a month and

hold special events twice a term. For example we held a special Mother's Day event with a jewelry making workshop and each mother was able to take home with them whatever they made. The ladies made lovely colourful necklaces and bracelets and enjoyed a sumptuous morning tea. As the ladies really enjoyed this workshop we held them every month for the rest of the year. In November we held our end of year Christmas Lunch. A team of ladies from the 2168 Coffee Club came in each week and helped me bake 100 Christmas cakes for the community and they helped prepare the buffet lunch and decorate the Library for the celebrations. A great day was had by all. Our members vary in ages from new mums to grandmothers from nursing homes in our community.

On Thursdays we held knitting classes for parents and community members. We learned to follow a knitting pattern and made a lovely bear and knitted coat hanger covers for hanging your knitted jumpers on. Black scarves were knitted as prizes for students who wore correct uniforms to school. This group of women had a great time.

Ashcroft Angels is a group of four staff members including myself who stand at the front of the school to welcome students and staff each morning. We check uniforms, lateness and just mothers in general for the ones who need it.

Carmel McNamee (on behalf of parents and community)

Student representative's message

As the leaders of the Student Leadership Council (SLC) we have made some great advances in student engagement and involvement, with various students being given opportunities to explore leadership. As captains we have guided decision-making and an expansion of the many programs across the school that are available for student leaders. We have acknowledged the Students in the SLC with the Induction Ceremony and the receiving of their badges.

The students have had the opportunity to participate in Rotary sponsored camps to learn about leadership and what it means to be a leader. Students also have been able to learn about leadership and develop their skills through the various SRC regional and inter-school meetings.

The SLC has given back to the community by engaging in the annual Christmas Hamper Appeal and starting the Regional Aboriginal Support Hampers. We also attended and dedicated our time to the Bunnings Fundraiser that provided extra funds for the hampers.

The Global Initiatives team this year have been involved in fundraising for a TAD bike for a disabled child. We also have fundraised for Jeans for Genes Day. The students on this team have also worked with the Environment Committee and visited Namidgi School in Canberra to develop a mentor relationship regarding student leadership development and discuss environmental initiatives. They also attended and assisted with the Great Aussie Bush Camp.

The Quality Teaching team initiated, developed and ran learning experiences for all Year 8 students about higher-order thinking and have developed many strategies to convey these ideas. They also were involved in the coding of the Beacon Breakfast to support feedback about its effectiveness as part of school learning.

The Healthy Schools portfolio has been working on getting the school fitter and happier. This included the outdoor chess board being set and their continued support for the early morning sports and healthy school canteen.

The Positive Behaviour in Schools (PBIS) team had major success with the implementation of the “Put the Boot into Bullying” campaign and the School Spirit and Safe weeks. They have brought about a positive change in behaviour and supported student engagement in school activities.

The SLC is involved in many areas across the school and hope in the next semester to engage and take on more issues that will benefit our school and community.

Brigit Logan and Dennis Nguyen

(School Captains)

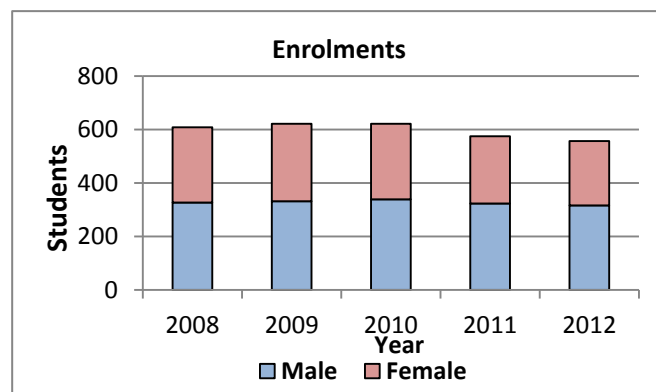
School context

Student information

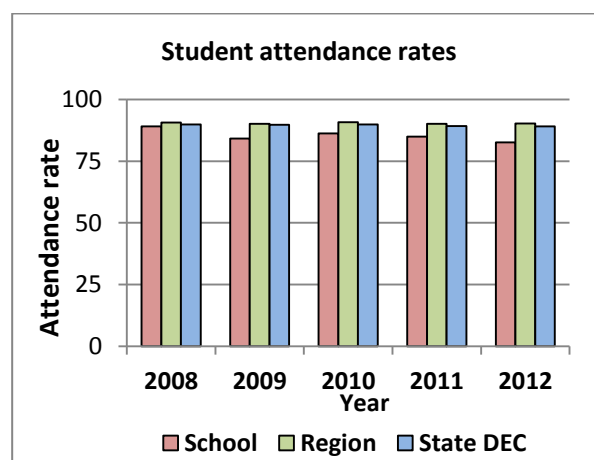
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2008	2009	2010	2011	2012
Male	327	332	339	323	316
Female	281	290	283	252	241



Student attendance profile



Management of non-attendance

Student non-attendance is managed in the first instance by the roll class teacher. If poor school attendance continues it is investigated by the executive member in charge of attendance. If the situation is not resolved, the matter is referred to the Home School Liaison Officer (HSLO).

In 2012 the HSLO regularly attended the weekly welfare meetings and a consistent and structured approach of working between year advisers, executive member (attendance), HSLO and family contact saw the attendance rates rise in relation to the previous year.

For students over the age of 17 years for whom school enrolment is not a legal requirement, non-attendance is monitored by the class teachers in each subject. If poor attendance to class continues, the student is warned in writing to the parent or carer that they may be excluded from the course. If the situation is not resolved, the student is referred to the deputy principal who may then proceed with steps to exclude the student from school for unsatisfactory participation in learning.

Post-school destinations

In 2012, students who were under the age of 17 and wishing to leave school at the completion of Year 10, were required to prove employment or engagement in further studies at another institution. All students who left after Year 10 were successful in securing a place at TAFE to continue their studies.

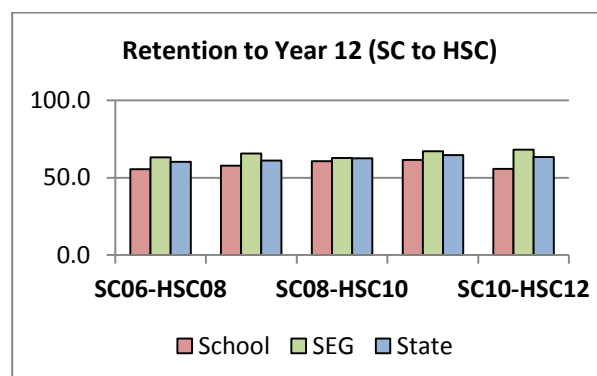
72 students sat for the HSC in 2012 and 17 gained places at university. A significant portion of the remainder secured work and 21 are studying at either TAFE or private providers.

Year 12 students undertaking vocational or trade training

56% of the student candidature in 2012 undertook a vocational training course.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of the student candidature who sat for the HSC gained the credential.



Staff information

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

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Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	2
Head Teachers	8
Classroom Teachers	35
Support Teacher Learning Assistance	1.5
Teacher Librarian	1
Teacher of ESL	0.8
Counsellor	1
School Administrative & Support Staff	12
Aboriginal Education Officer	1
Teacher Aide	3

Additional staff are funded via PASP and NP and include above establishment classroom teachers employed on a temporary basis and additional school counsellor time of two days per week. In 2012, a nurse was employed two days per week as part of a "Healthy Learners" pilot program at the school and three additional support staff were employed to manage the school canteen.

Staff retention

Permanent staff retention from 2011 was 100%. Temporary staff retention was also 100%.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	92
Postgraduate	8

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	223,147.90
Global funds	383,310.72
Tied funds	667,844.96
School & community sources	104,642.74
Interest	20,384.94
Trust receipts	47,115.48
Canteen	185,630.47
Total income	1,632,077.21
Expenditure	
Teaching & learning	
Key learning areas	107,349.59
Excursions	51,620.31
Extracurricular dissections	27,545.72
Library	11,293.26
Training & development	0.00
Tied funds	622,156.09
Casual relief teachers	70,908.02
Administration & office	149,173.63
School-operated canteen	177,112.97
Utilities	54,484.02
Maintenance	50,894.81
Trust accounts	42,999.91
Capital programs	18,435.33
Total expenditure	1,383,973.66
Balance carried forward	248,103.55

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Students were provided with a range of opportunities to showcase their skills and abilities in 2012 both within and outside the classroom.

Achievements

Arts

- The Creative and Performing Arts Evening Performances saw many of our students perform a variety of talented quality items in front of parents and community members. The importance of quality teaching and learning was highlighted through dance, drama, music, visual arts, performing arts, band and dance ensembles. Year 12 student work was well featured over the course of the event where they were able to display their well-rehearsed recital and individual/group projects for the HSC.
- Performance ensembles in 2012 included the Dance Company and Dance Ensemble. Tutoring occurred before and after school for HSC students and gifted and talented students.
- The Junior Band and Senior Band were both newly established in 2012. These groups performed at a variety of celebrations including presentation ceremonies, the launch of the SLC, PBIS Harmony week and the 2012 Creative and Performing Arts evenings.
- The Primary Liaison Program for the Performing Arts continued for its eighth year. Heckenberg Public School, Sadleir Public School and Mt. Pritchard East Public School all took part in developing their creative skills in a stimulating and supportive environment.
- Visual Arts students from years nine to twelve participated in excursions to see *ArtExpress* and the *Pablo Picasso Retrospective* at the Art Gallery of New South Wales. Dance and Drama students also attended excursions to see *Call Back* and *On Stage*.
- The Ashcroft High School Dance Company performed in the South Western Sydney Regional Dance Festival. They performed a routine called 'Waiting'. The company did an excellent job in entertaining the audience. Congratulations to J. Curry, K. Glasspole, K. Munday, C. Baars, S. Tucker, J. Situlia, R. Pavez, R. Dunley, S. Baker and D. Rawlings.

- Towards the end of Term Four, students took part in a Dance and Music Recital Evening. This evening had the prime focus to showcase the talents of our dancers and music students, especially those on a Performing Arts Scholarship.
- Two Visual Arts students entered their work into The Beacon Art Prize for 2012. These students were Davidson Nguyen and Suhayla Naaz.
- Feryal Awick's artwork *'Islamic Episodes'* and Safaa El Ali's artwork *'Remnants of Barton'* from Year 12 were chosen for the inaugural Casula Powerhouse Arts Centre HSC Art Exhibition.
- Five Year 9 Visual Arts students entered their work into the anti-cyber bullying competition through NIDA called *'Back Me Up'*. They produced a short film that focused on the ramifications of cyber bullying.

Sport

Swimming

- 16 students attended Zone Swimming

Cross Country

- 58 students competed at Zone and 10 qualified for area

Athletics

- Second in the boy's competition, third in the girl's competition and third overall at the Zone Carnival. First on overall handicap percentages (number of students/school).
- Jonathan Tifa was the Under 12 Boys Zone Age Champion.
- Vati Ikamui was the Under 14 Boy's Zone Age Champion
- Josh Brown was the 17+ Boy's Zone Age Champion
- Penelope Leiataua was the Under 16 Girl's Zone Age Champion

- 42 students in 56 individual events qualified for Area Athletics.
- Joshua Brown (open boy's javelin) Jordan Mose (open boy's shot put and discus) Jonathan Tifa (12 boy's discus and long jump) Kalolo Tuifelasai (12 boy's shot put) Vati Ikamui (14 boy's high jump and long jump) qualified for State Athletics.

Zone/Area/State/Australian Sporting Teams

- 23 boys were selected in the Bernera Zone sporting teams in touch football, soccer, volleyball, rugby league, squash and basketball.
- 14 girls were selected in the Bernera Zone sporting teams in touch football, soccer, volleyball and netball.

SSW Area team selections:

- Tangi Hoaki , Jacob Williams and Tevita Funa for touch football
- Heta Aumale, Penelope Leiataua, Carolina Funa, Nyreen Lagova, Natalie Vao, Jemah Taia, Jeralee Hirini, Sami Taia, Rachel Favea and Teleheia for girls rugby union
- Jordan Mose and Stevie Tupu for boys rugby union
- Heta Aumale, Penelope Leiataua, Carolina Funa, Nyreen Lagova and Natalie Vao were selected into the Greater Sydney CHS team that played against and defeated ACT.
- Michael Midson, Chad Matapuku, Vati Ikamui, Daniel Parker, Jacob Williams, Tevita Funa (13's) Mason Dawra(12's) and Logan Matapuku (16's) represented Liverpool at the State Cup Oz-tag titles and then went on to compete at the Australian titles.
- Logan Matapuku was selected in the Australian U'20 Oztag team in the beginning of the year and will become a dual representative when he takes the field as part of the NZ U'20 team later this year.

Knockout teams

- 10 boys teams, 9 girls teams and 1 mixed team competed in SSW and/or CHS knockout competitions
- Girl's netball and volleyball and boys and girls touch football all won their early pool rounds and moved on to Central Venue Days in their respective sports.
- Boy's U14 Buckley Shield Rugby League team were winners of the SSW competition and qualified for the State Knockout Draw. The team finished in the top eight of the state.
- Boy's Open Rugby League team were runners-up in the SSW competition, losing to Eaglevale High School in the final.

Rugby League

Boys

- Won Under 13's nine-a-side tournament at LCC
- Won U14s West's All Schools' tournament and qualified to compete at NSW All Schools where we won two games and drew one.
- Under 15's Division 1 Wests Leagues Cup winners
- Under 13's Division 1 Wests Leagues Cup winners. (This was the first time we have won both divisions in the same year.)

Girls

- Won Year 11/12 Wests Captains Cup tournament.
- Runners up at U16's Wests All Schools' carnival, losing to Sarah Redfern HS in the final.
- The third annual Rugby League Presentation night was held to recognise excellence in Rugby League at Mounties Community Club with over 150 guests. An Ashcroft 'Team of the Year' was announced, along with the presentation of other recognition awards.

Awards

- Logan Matapuku received a Zone Blue for Boy's Touch Football, awarded to the best player in the Zone in 2012.
- Heta Aumale received a Zone Blue for Girl's Rugby Union, awarded to the best player in the Zone in 2012.
- Jordan Mose received a Zone Blue for Boy's Rugby Union, awarded to the best athlete in the Zone in 2012.
- Joshua Brown received a Zone Blue 'Principals Award' for outstanding achievements as a Bernera Zone representative in several sports over several years. Josh was recognised specifically for his achievements in basketball, athletics, touch football and volleyball.
- Heta Aumale received a Zone Blue 'Principals Award' for outstanding achievements as a Bernera Zone representative in several sports over several years. Heta was recognised specifically for her achievements in athletics, touch football, volleyball, rugby league and rugby union.
- Jordan Mose was awarded Zone Blue 'Presidents Award' for outstanding achievements as a Bernera Zone representative in 2012. Jordan was recognised for his achievements this year in athletics, rugby union and rugby league.

Academic

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.

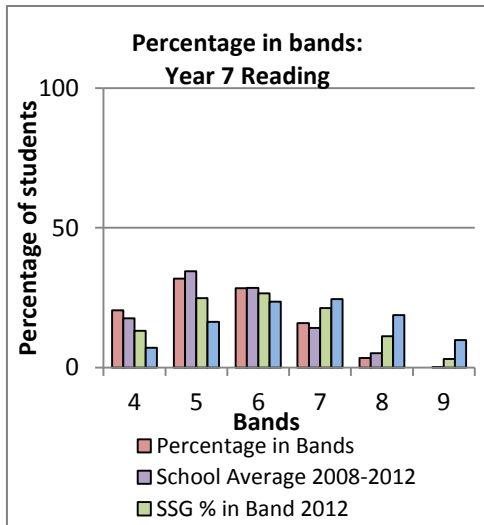
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

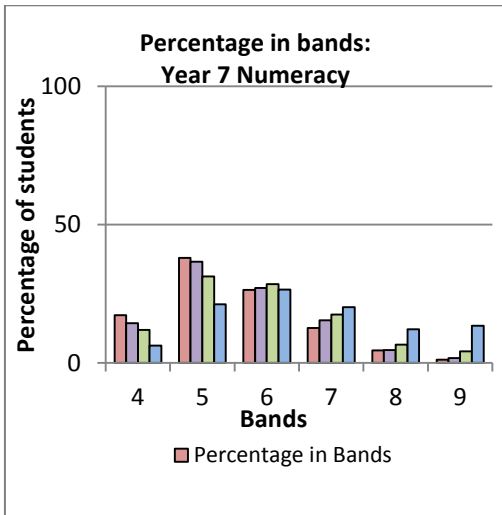
In the Higher School Certificate the performance of students is reported in performance bands

ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

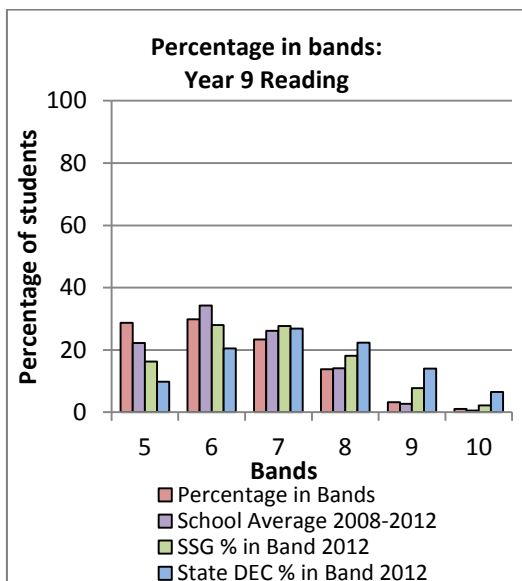
Reading – NAPLAN Year 7



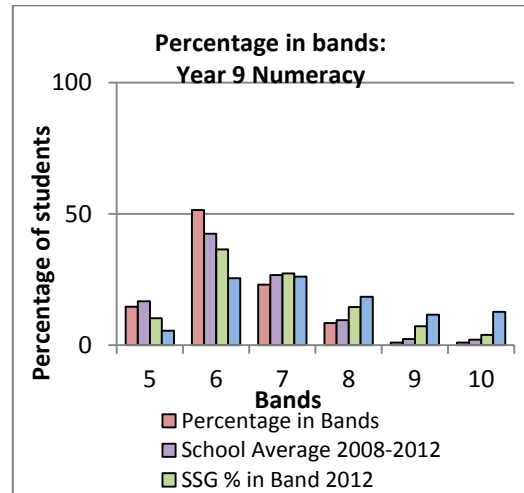
Numeracy – NAPLAN Year 7



Reading – NAPLAN Year 9



Numeracy – NAPLAN Year 9



Progress in reading

Students in Year 9 showed improved performance in the upper bands compared to the school average.

Progress in numeracy

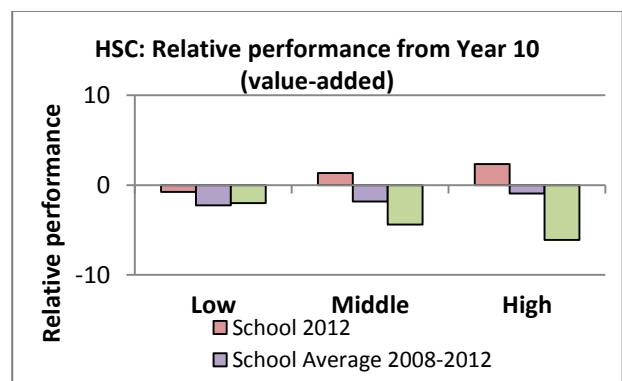
Numeracy results are variable and suggest that students do not easily integrate mathematics knowledge across subject areas to allow them to be effectively numerate.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

The school showed growth for students in the middle and upper achievement bands relative to their School Certificate results. This has reflected a growing trend over time.



Higher School Certificate

The table below indicates the average mark achieved by students in 2012 in subjects that improved against their own scores when compared to the school average for 2008-2012, and/or performed better than the comparative school group in 2012.

Course	School 2012	School/2008-12	SSG 2012	State 2012
Drama	69.3	68.0	69.0	75.6
English (Standard)	57.3	52.1	61.6	66.4
General Maths	56.4	55.4	61.1	66.2
Industrial Technology	66.9	58.2	65.7	69.9
General Mathematics	58.4	55.4	61.4	66.4
IPT	67.8	66.0		69.4
Visual Arts	76.7	74.8	74.0	77.7

Significant programs and initiatives

Aboriginal education

Reconciliation Day

As a whole school, community, Hoxton Park elders group, local feeder primary schools and a local Aboriginal preschool we gathered together to celebrate National Reconciliation Day. National Reconciliation Week celebrates the rich culture and history of the First Australians. This year marked the 16th Anniversary of national Reconciliation Week, a time to reflect on achievements so far and to renew commitments to reconciliation by exploring ways to help create a better future for Indigenous Australians.

The theme for National Reconciliation Week 2012 was 'Let's talk recognition'. This theme is reflected the need for us a nation to continue to work together to see true reconciliation. It also allowed us as a school to recognise and

acknowledge the true history of this country and acknowledges past mistakes and present successes.

Our ceremony clearly demonstrated that not only as a nation are we are moving forward in our efforts to see true Reconciliation, but also as a school community. This is evident in the way we continually promote the true notions of Reconciliation; justice, recognition and healing. As a school and community we are proactive in ensuring we recognise, appreciate and learn from each and every cultural group represented within our school community.

'Vocal Identification Program' (Regional Initiative)

In 2012 we had two students audition for the program and they were both successful. The VIP project allowed students from different high schools in the region to come together and form a vocal ensemble. The project identified talented Aboriginal students in performance and provided them with the opportunity to develop their talents in performance skills and with the chance to showcase their talent in the area of vocal performance.

Aboriginal Buddy Camp

For Buddy Camp this year our Aboriginal students and their non-Aboriginal buddies attended the Vision Valley Conference Centre located at Arcadia. This year, eleven Year 6 Aboriginal students from our local feeder schools were invited to attend our camp as part of our middle schools transition program. This year's camp was centered on the sharing of cultural knowledge and team building. In partnership with the National Parks and Wildlife we had an Aboriginal Ranger teaching our students about the local area, fauna and flora and local Dreaming stories. This year's learning was centered on student involvement and direction. Ten Year 9-12 students designed and taught the lessons on camp. This year we used the Quality Teaching Framework to assess the effectiveness of the teaching and learning that occurred on camp.

In 2012 we were given a \$2000 action research grant by the South West Sydney Region Aboriginal Education Team to write up what we

do on camp as 'Best Practice', in terms of student leadership, readiness for school and engagement and connections. All of which are directly linked to the ATSI Education Action Plan.

Aboriginal Community Christmas Luncheon

This year our school, Aboriginal community, feeder primary schools and the inter-agencies who we have worked with throughout the year gathered together to celebrate the year that was and the achievements of not only our students, but also our community and the strong partnership we have with them. At this year's luncheon we were able to celebrate the year that was with over 80 parents and community. It was a very successful event and a lovely way to finish a great year.

Norta Norta Program

The Norta Norta program aims to accelerate learning for Aboriginal students in Years 7, 8 and 9. Tutoring is available for all subjects with an emphasis on literacy and numeracy. Our in-class tutor has been working with students in class and assisting them with note-taking, organisation, understanding content and assisting students with preparation for assessment tasks. We believe that this program has been highly beneficial to the students involved and look forward to continuing this program in 2013 in cooperation with both school and family communities.

In 2012 we also had 14 students in Year 11 and 12 participate in the individual tutoring component of the Norta Norta program. Students received both individual and small group tutoring in a range of different KLAs. Involvement in this program was highly beneficial to the students who participated.

South West Sydney Region Aboriginal Student Achievement Awards Ceremony

In November this year we nominated five of our Aboriginal students for an Aboriginal Student Achievement Award. These awards acknowledge outstanding achievements of Aboriginal students in the areas of; culture, courage and commitment, literacy, numeracy, sporting achievements, attendance and leadership, citizenship and community services. Of the five students we nominated all five were chosen to

receive an award for their year group and category.

Deadly Didgz – South West Sydney Didgeridoo Ensemble

A group of eight students from across South Western Sydney Region were chosen to be involved in a didgeridoo ensemble that would be used to perform across the region at various events and special occasions. Our school was able to have one of our Indigenous students involved in the ensemble. For these two students the ensemble provided for them an avenue to not only utilise their talents, but also gain a deeper cultural understanding as well.

Culture Club

On Fridays we also run a Culture Club at lunchtime. Aboriginal students and their buddy are invited to come along and participate in a wide range of activities such as: beading, learning the didgeridoo, art and Aboriginal cultural lessons. On average we had around 15 students attend each week. This initiative has created an opportunity for inclusivity and increased the profile of Aboriginal Education within the school.

Primary School Mentoring Program

This year we partnered with Heckenberg Public School to further the leadership opportunities for our Aboriginal students. Each Tuesday afternoon four students from Years 9-12 helped to facilitate cultural activities and learning alongside the staff and community of the school. Involvement in this program has provided not only leadership opportunities for our students, but also a positive rapport with the community, staff and students of two of the schools with our school.

NAISDA Dance College Workshops

In May 2012, twenty of our Indigenous and non-Indigenous students participated in a two-day workshop with NAISDA Dance College at the Riverside Theatre in Parramatta. Students were taught both traditional and contemporary dances and songs from the Torres Strait Islands and Aboriginal communities across Australia. This experience was wonderful for our students as it allowed them to engage with traditional

Indigenous culture through dance and song.

Good Kids Camp – Kari and Green Valley Police

This year, seven of our Indigenous students were involved in a reward camp for high attendance, good behaviour and aptitude to studies. The camp was funded by KARI and NSW Police, and was developed as a means to encourage and reward Indigenous students for their efforts at school. The students who attended this camp were exposed to a range of cultural and learning activities that promoted school retention and engagement.

TAFE ‘Hands On’ - South Western Sydney Region and TAFE

Over the course of 2012 we had 8 students from Years 9-12 involved in a number of ‘Hands On’ courses, from Automotive to Hair & Beauty. The ‘Hands On’ program aims at supporting young Aboriginal and Torres Strait Islander students in school and keeping them engaged in education and providing them with employment opportunities. This program also provides students with an opportunity to participate in a variety of ‘TAFE taster’ programs in order to gain new skills in an alternative learning environment.

Aboriginal Numeracy Competition – Regional Initiative

Each term two teams of four are entered into the numeracy competition a junior and senior team. Each team participates in three different rounds. Students develop their problem solving skills, timetables and general mathematical skills. In term for we win the overall competition, individual challenge and our junior team came first in their competition pool.

Aboriginal Employment Strategy SBATs

In 2012 we had three students sign up with the AES to undertake School Based Traineeships with Telstra, The Department of Housing and the Commonwealth Bank. Students are supported

through this process by the Aboriginal Education Service and it is hoped that fulltime employment will follow the completion of the traineeship.

University Experience Days / Workshops

Throughout the year we had a variety of different visits from Universities and also on campus experience days. Eight students in Year 9 attended the University of Technology Sydney’s Jumbanna open day, where they participated in a range of electives. Two students in Year 9 attended the University of New South Wales Summer School Program and one Year 11 student attended their Winter School Engineering program. We also had in-school university visits from the University of Western Sydney and the University of Sydney.

Partnership with Wests Tigers

This year we partnered with the Wests Tigers to engage our students with their ‘real post school options program. This program provides students in years 11 and 12 with the skills and mentoring needed to make the transition from school to work / further study. We also worked with the Wests Tigers on their ‘Dream, Believe, and Achieve’ program. This program involves students in Years 9 and 10 visiting the Wests Tigers Lair (Learning Hub) on a term basis to be mentored and motivated towards their future.

National Apology Morning Tea

Aboriginal students, community and our Student Leadership Council were invited to attend a morning tea and view a DVD that reflected on the 2008 National Apology to the Stolen Generation. This event was significant as it allowed for a true understanding of why the apology was needed and what it meant to the Indigenous people of this country.

Multicultural education

Our Aboriginal community group continues to meet regularly and be our strongest community advocates. They are regularly consulted regarding school planning and initiatives. The inclusivity on

non-Aboriginal students in many of our indigenous programs is indicative of our integrated approach to our multicultural community.

Three teachers under the auspices of the school counselor worked closely with several targeted groups of Arabic speaking students in a mentoring role. These sessions aimed to build rapport and understanding cross-culturally via shared learning and debriefing sessions.

National Partnerships Programs

In 2012 the school began the first of a four year funding cycle under National Partnerships. This funding supported several whole school initiatives under the following identified priority areas:

Leadership and Development

- This element focused on teacher professional learning and alignment of practice with the Quality Teaching Framework and Focus on Reading (FoR) strategies.

Curriculum and Assessment

- This priority focused on planning and implementation of the new Australian Curriculum.

Engagement and Attainment

- This priority focused on working with students in smaller pastoral care groups to encourage building rapport and relationships to increase engagement in schooling.
- The Learning Support Team, along with the Head Teacher Welfare (NP) and Head Teacher Students (NP) and Clinical Coordinator (NP) provided intense and individualized support for students most at risk of not meeting their learning outcomes.
- A Learning Centre was established in the school library and students were provided with both group and individualised support who had either missed periods of time from school or required specialist learning interventions. A detailed account of this initiative is presented later in this report.

Literacy and Numeracy

- The school focused on all teachers becoming familiar and confident in the use of FoR strategies for teaching reading and comprehension.
- Teachers looked at the integration of numeracy across the curriculum whilst the Mathematics faculty worked on a research project for enquiry-based approaches to learning in the mathematics classroom.

Aboriginal and Pacific Islander Student Education

- Personal learning plans were completed for all Aboriginal students with extensive involvement of parents and community.
- A Pacific Islander ex-student was employed on a part time basis to mentor the Rugby League players to support their continuing engagement in learning.

Organisational Effectiveness

- This priority area focused on collecting evidence and subsequent evaluation of all key innovations to ensure shared understanding and goals between students, teachers, school leadership and community.

Priority Action Schools Program (PAS)

The school continued to be funded by the PAS program in 2012. PAS funding supports:

- An allocation to Head Teachers to facilitate the implementation of Quality Teaching.
- Additional temporary teacher appointments to our school, enabling us to keep class sizes smaller and offer a far broader curriculum in order to ensure competitive and comprehensive selection options for the full range of students.
- Additional student support services including a Student Support Services faculty Head Teacher.
- Additional school counselor time of two days per week.

Other programs

Quality Teaching

In 2012 the Quality Teaching team through consultation with all curriculum areas designed a

knowledge integration booklet, which outlines topics and skills with scope and sequence from Years 7 – 10. This informed teacher practice by allowing teachers to see how the teaching in their subject could be linked to learning experiences in other curriculum areas.

Students and Quality Teaching

SLC members from the quality teaching portfolio team continued their work on unpacking the elements of the framework so that they would be able to teach particular elements to Year 7 students. The aim was to promote the idea that students are partners in their own learning and therefore they need to have the practice of teaching and learning demystified so that they can take responsibility and be participants in learning. With the support of the Quality Teaching Team, students focused on one element which was knowledge integration. The process was supported by the students taking the staff through the same activities they had presented to Year 8. This reinforced the importance of integrating knowledge in the classroom.

Faculty review process

In 2012 during semester two both Deputy Principals observed and coded a lesson from all teachers as they had done in 2011 and 2010, on this occasion with the staff nominating a class from Stage 4. The focus was on lessons where FoR strategies integrated with the Quality Teaching Framework could most readily be demonstrated.

The aim was to provide feedback, share strategies and to encourage collegial discussions between teachers. The data provided through these observations along with student focus groups was synthesised into a comprehensive report which was then shared with all executive staff. The data provided valuable insights, including an overall trend with a correlation between weaker elements and the elements which align to the teaching of literacy. Teacher focus on these elements we believe is above the state mean, but our attention to these particular elements provided for a very sharp focus on

literacy as it matched with the Quality Teaching Framework.

Student focus groups allowed the coding data to be triangulated and provided a wonderful insight into how students like to learn. Feedback also provided information about teacher consistency of practice.

It was noted that greater opportunities for student direction and substantive communication needed to replace teacher talk, which is a world-wide trend.

Professional learning journals

Head Teachers were asked to continue developing their reflections of teacher practice and conversations in journals as they had done in 2011. It was suggested at this point that faculties design their own reflection journals demonstrating ownership of the process. The focus of the journal is to record the dialogue between teacher and head teacher to ensure professional development and support in improving classroom practice.

Head teachers continued to have a four period allowance to support their staff in their understanding and implementation of the Quality Teaching Framework within their programs, lessons and classrooms. The journal must provide evidence of lesson study, head teacher coding sheets, professional profiles and recorded dialogue between the head teacher and each teacher on their staff. The head teacher journal was required for the faculty review processes which took place once per semester.

The principal reviewed the journals and sought to correlate information between the teacher and head teacher, and provided a written review.

Focus on Reading (FOR)

The FoR team had trained one representative from each faculty and assisted the representatives in providing professional support to their faculties throughout 2011. In 2012, the

faculty representatives participated in several workshops which provided them with practical ways to include the super six metacognitive skills within their subject areas. They in turn developed staff through several dedicated faculty meeting and two school development day sessions.

Middle Schools

In 2012, National Partnerships funds were used to create an executive position whose focus was on teaching and learning and middle schools – specifically experiencing primary school strategies and translating them to a high school setting.

Ms Jones, a highly experienced Music teacher began in this role prior to her promotion at another high school. The role was then fulfilled by Janet Fairweather who developed an action research approach to working with the feeder primary schools. It is hoped that these experiences will provide for a much more informed and shared understanding between the two settings and this work continues in 2013.

Dance continued as a shared project between the primary schools and the high school, with Ashcroft High School providing class time to develop joint performance projects with Stage 3 students and Year 7 in the high school. The Aboriginal Buddy camp is organised each year at Ashcroft High School, with students from primary schools invited to be part of this experience each year.

Horizons

Horizons was developed as a not-for-profit company by David Willis who was previously CEO of HBOS (Australia) and supporter of programs at Ashcroft High School for many years. It was developed in conjunction with Ashcroft High School with the focus of lifting the aspirations of students in disadvantaged school communities.

Students are selected on the basis of significant disadvantage and are matched with national and international companies. They undertake paid work during school holidays, and receive a \$500 clothing allowance in order to feel comfortable and fit into their new work environment. This was the third year of the program with two students involved in 2012.

Horizons are keen to evaluate pre and post program involvement in order to ensure the experience has the most advantageous impact on student career aspirations.

Beacon Program

The launch of the Beacon Program at Ashcroft High School in 2012 was hugely successful with Ashcroft High School being awarded at the 2012 National Beacon conference in Melbourne a National award for 'Most Outstanding School Cluster' and two State awards for 'Beacon New School of the Year' and 'Beacon In-School Team of the Year'.

The Beacon Foundation have an established track record of helping inspire and motivate students to either stay in school and increase their educational engagement and attainment or choose a positive pathway that enables successful transition to employment, further education or training.

The programs that ran over 2012 had key focus areas for student self-development and include building: self-awareness, motivation, personal responsibility, positive psychology, goal setting, and emotional intelligence. Students conducted themselves consistently with diligence and should be proud of their involvement with this program.

The events and activities that students immersed themselves in included: The Beacon Student Ambassador (BSA) training day, Business Breakfast, Speed Careering, the Sinclair Knight Merz (SKM) Visit, Komatsu Site Tour, the Polish Program, Lunch with the Girls, Dress for Success, Intercontinental Visit, Mock Interviews, BBQ with the Boys and the Be Art Competition.

The activity outcomes from running these events resulted in 100% of students stating that they believed that the Beacon activities had helped them with some also stating that the activities were life changing, 94% of students said Beacon activities increased their chances of getting a job and 100% of students stated that the Beacon activities had helped them feel more confident about entering further education or training.

These opportunities for our students would not be possible were it not for the support of the Beacon Foundation, Lloyds International, local business associates, ex students and staff at Ashcroft High School who have made the program a success.

Respect and Responsibility

Welfare Directions (National Partnerships)

Ongoing Student Welfare initiatives in 2012 fostered increased student engagement in many ways.

Small Home Groups/Pastoral Care classes were established in Years 7-12, with the purpose of mentoring students and developing learning plans. Mentoring teams maintain regular contact with home and monitor attendance as well as the ongoing promotion and support of our PBIS behaviour expectations: Respect, Safe and Learn. All Year 7 students had the opportunity to participate in small group personal development programs with Chaplains from Greater Liverpool Area Salvation Army. The boys focused on positive behaviour, positive attitude, tolerance, developing self-esteem and self-control, the girls focused on self-esteem, positive social interactions and building better relationships.

Selected Year 10 students participated in a weekend youth retreat at Teen Ranch, Camden hosted by Greater Liverpool Area Salvation Army.

Ten Year 8 boys participated in the PACE (Positive Attitude Changes Everything) program run at the school by staff from SWYPE. This six week program worked on developing non-violent

problem solving strategies through physical exercise and fostering a positive mental outlook.

Year 10 students completed the two day Peer Support training course and actively participated in and led Year 7 orientation and transition.

Four Year 10 boys participated in the Pacific Islands Arts Program at Casula Powerhouse. The week long program gave Pacific Islander students the opportunity to become re-engaged with school through exploring creative arts and music. Students created and presented art works and musical compositions.

Students from a Pacific Island background participated in a PATHE visit which focused on the development of educational and career goals that include tertiary education at a university level.

Students were given opportunities to access support programs such as Stewart House and Young Carers Program.

New Student Welfare initiatives in 2012 which built student leadership, student engagement and a positive quality learning environment:

- The HEART Project is a long term peer education initiative designed to support young women and educate them about developing and maintaining safe, equal and respectful relationships. The project name HEART was developed by the Year 10 student leaders and is an acronym for Honesty, Equality, Accountability, Respect and Trust. This project has been developed with the generous support of the Green Valley Liverpool Domestic Violence Service, Liverpool Women's Health Centre, Liverpool Sexual Assault Unit, Green Valley Police and Ashcroft High School Counselling and Welfare Teams.
- The Put the Boot into Bullying Project is designed to combat the ever increasing problem of bullying, in particular cyber bullying within the school context, the program empowers students to be active

bystanders. The program included student led workshops and promoted the Facebook tag *Put the Boot into Bullying* developed by the Regional SRC.

- To launch the positive behaviour expectations of RSL (Respectful Safe Learners) School Spirit Week was held in September 2012. The week was a celebration of our co-curricular learning activities and explicit teaching of our positive behaviour expectations. The PBIS Team, in conjunction with the Student Leadership Council's PBIS and Healthy Schools teams, planned and launched Ashcroft High School's Positive Behaviour Expectations: Respect Safe Learn. These three expectations had been identified as priorities by the students, staff and parents of AHS as most important for our school community.

Vocational Education

Vocational Education continued to be a strong curriculum element in 2012 and involved the following aspects:

- School based delivery of vocational education courses (VET) included hospitality, information technology and retail and sports coaching.
- Eight Vocational Education teachers delivered the courses. Three staff undertook training to deliver courses and a further three staff completed Certificate IV upgrades.
- The school was audited by the regional VET team and was viewed as achieving innovative best practice in implementing Stage 5 Information Technology courses and best practice in areas such as validating assessment tasks. The Sports Coaching teachers were commended on their integral role in forming regional networks and overall the regional team were impressed with the commitment VET teachers displayed in the delivery of VET courses.
- 56% of both Year 11 and 12 students undertook a VET course.
- 16% of Year 10 and 19% of Year 9 undertook a VET course
- 100% of the Information Technology candidature achieved a statement of

attainment working toward certificate III, 69% of the Hospitality candidature achieved certificate II, 100% of Retail students who completed the school based course achieved certificate II and 36% of Sports Coaching students achieved certificate II.

- Twenty students in Year 9 commenced the Stage 5 information technology vocational education Course
- Twelve students were enrolled in TVET courses such as Hairdressing, Construction, Accounting, Aviation and Automotive Mechanical.
- Vocational education continued in pastoral care periods for Year 10 students where the Work Ready Program was delivered. This program prepared Year 10 for work experience. Ten students completed work experience at the end of Term 3. The work ready program was also the foundation program for preparing students for work placement which is compulsory for all students undertaking a vocational education course.
- Vocational education lessons were delivered to Year 9 students in pastoral care periods in Term 4. This took the form of scenario activities from The Real Game program.
- A careers program was delivered by the careers teacher to all Year 10 students. The program focused on developing a resume and job interview skills through role plays. It also explored career websites and prepared students for the task of selecting subjects for their senior years.
- Students had the opportunity to access vocational information in a number of ways. 46 Year 10 and Year 12 students explored career options at the Careers Market. Fifteen students interested in careers in health attended Healthwise. Ten students attended Try a Trade day. Twenty students attended UWS days and fifteen students attended a UTS day to access information about university courses. Seventeen students took part in the Group training information day and 32 students were interviewed at the Get that Job day.

Student Leadership

Authentic student leadership is a school identified priority area. The Student Leadership Council (SLC) is divided into layers of leadership inclusive of Captains, Vice Captains, Prefects and

a Senior and Junior SLC. Students have portfolio areas and in 2012 were involved in the following areas:

Global Perspectives

- Christmas hampers
- B-in-it (Bin-it campaign) SLC and Environmental group
- Shoe box remote community Christmas gift
- School Year 8/SLC Camp
- Induction ceremony
- Outside SRC groups and leadership camps
- Interschool activities
- Presentations and group sessions on the Year 7 orientation day.
- Liaison with charity and business organisations

Healthy Schools

- In-school sports competition - teachers v students
- Lunch time organised sports competitions
- Early morning sports with complimentary breakfast vouchers

PBIS/Welfare

- Continued involvement RSL initiatives and promotion across the school via assemblies, student focus groups, etc, regarding what the school expectations *respect, safe* and *learn* looks like around the school.
- Put the Boot into Bullying Campaign – an anti-bullying initiative from state SRC designed to raise awareness and combat cyber bullying was led and delivered by year 10, 11 and 12 students and SLC members along with support from our local police.

Quality Teaching Portfolio

- Students were introduced to the concept of higher-order thinking through the Quality Teaching framework where SLC leaders assisted in the development of and then the delivery of materials to junior students.

Progress on 2012 targets

Target 1

To reduce the number of Year 7-9 students not meeting national minimum benchmarks in reading by 3% in 2012.

Our achievements include:

- There was an increase in the number of students achieving Band 9 and 10 for students in Year 9 compared to the school average 2008-2012.
- There was a decrease in the number of students achieving Band 6 and 7 in Year 9 compared to the school average 2008-2012.
- Performance in Band 8 for year 9 students remained static.
- Year 7 student performance in all bands was on or close to the school average for 2008-2012.
- Target for 2013 has been revised to reflect comparison to averages rather than cohorts.

Target 2

To reduce the number of Year 7-9 students not meeting national minimum benchmarks in numeracy by 3% in 2012.

Our achievements include:

- The target was achieved for Year 9 students with 17.6% of students not meeting national minimum benchmarks in 2011 compared to 14.7% in 2012.
- Year 7 students performed on or close to the school average in the upper bands.
- Target for 2013 has been revised to reflect comparison to averages rather than cohorts.

Target 3

To continue to progress improvement in student-centered learning and therefore student literacy and numeracy skills through a focus on specific Quality Teaching elements including student direction and substantive communication.

Our achievements include:

- All teachers engaged with faculty developed teacher reflection journals linked directly to the Quality Teaching Framework on a regular basis.
- Journals formed part of the Faculty Review process and were fed back to each Head Teacher in a report by the Principal.
- The two Deputy Principals observed and coded all teachers in Semester Two using the Quality Teaching framework. Significant growth was recorded in coding data on both the student direction and substantive communication elements.
- Teachers demonstrated in lesson observations a growing knowledge and confidence in using Focus on Reading strategies in classrooms across all years observed. This was further supported by student focus group feedback on teacher coding.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the Learning Centre.

Background

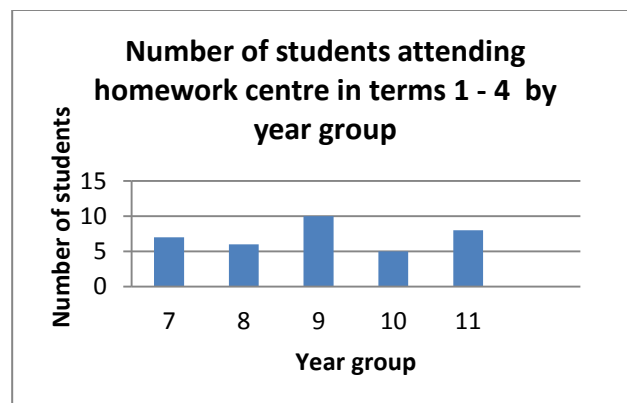
In 2012, the school established a Learning Centre funded as a National Partnerships initiative. A team consisting of four staff, a fulltime teacher Ms Jacinta Purcell, a teacher's aide Ms Kylie Dillon, the librarian, Ms Hanna Safadi and Social Sciences head teacher Ms Drapalski was formed to undertake the following roles:

- Supervising and tutoring in an after school homework centre one and half hours, four days a week
- Supervising and assisting Year 12 students in their free periods to complete assessment tasks, improve study skills and undertake personal learning plans that incorporated career planning
- Assisting Stage 4 students to improve reading through an intensive reading program designed to improve fluency and comprehension

- Assisting students who have missed long periods of school due to illness or TAFE commitments to complete missed assessment tasks

Findings and conclusions

119 students or 22.4% of the school population accessed the homework centre.



Student evaluations were conducted in Term 2. Students were asked how the homework centre helped them. Sample responses included

- *The homework centre gave me some quiet time to do assignments*
- *It has benefited me as I was able to get a better understanding of the work I was required to do and got top marks in my assignments*
- *I returned to class the next day with everything complete*
- *My marks jumped up by 50% and my assignments have been handed in on time*

All Year 12 students completed a personal learning plan that allowed them to keep track of their progress throughout the year. A study space was created for them that provided specific revision material, study skills resources and information regarding TAFE and university entrance. Students also received assistance in creating a resume.

25 students aiming to achieve an ATAR were surveyed in order to evaluate the success of the program. 54% indicated that they always or

usually used their study periods productively. 67% found discussing future careers options useful and 75% of both ATAR and Non ATAR students found that information about University and TAFE entrance was always or usually useful. 54% found essay writing skills sessions were always useful.

31 Stage 4 students completed a Multilit program designed to improve reading fluency and comprehension. Students were pre and post tested with both the Neale test and Probe test. Reading age improved for 28 students.

23 students received assistance from learning centre staff in order to catch up with assessment tasks after illness or TAFE commitments or other long absences. Five students received assistance to improve numeracy or handwriting skills.

Future directions

Data suggests that an increase in the personalised approach to literacy and learning support will see more students progress towards their personal best and the learning centre will increase its referrals via the Learning Support Team. Additionally, the team plan to undertake extension work with identified students in light of the move to mixed ability classes in Years 7, 8 and 9 in 2013.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The faculty review process undertaken in Semester 2 saw teachers and students reflecting on teaching and learning very deeply. Teachers were observed and coded by the deputy principals and reflected on these lessons with critical conversations about learning in their classrooms. Students focus groups were conducted for each faculty and students provided thoughtful and insightful feedback for all classes. An extensive report was written and tabled at an extended executive meeting open to all staff in Term 1, 2013.

Parents and community were consulted broadly as we evaluated our first year under the National Partnerships program in 2012. Again, our Indigenous parent group provided guidance and feedback on how school directions could best support students.

Professional learning

The average expenditure per teacher on professional learning was \$540. All teachers participated in the least three professional learning opportunities at the school level. All teachers had opportunities to attend professional learning external to the school in their specific area of interest.

The school prioritised the following areas for professional learning:

- implementing the Quality Teaching Framework
- syllabus implementation
- leadership and career development
- welfare and equity
- literacy and numeracy
- new scheme teachers

School based professional learning in 2012 included:

- quality teaching workshops
- curriculum differentiation
- literacy in the classroom
- lesson study
- laptops for learning
- network meetings for executive staff
- all teachers undertook abridged training in Focus on Reading

School planning 2012–2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

All teachers are leaders of learning and engaged in high-level intellectual professional learning opportunities

2013 Targets to achieve this outcome include:

To increase staff engagement with pedagogical action research from 50% in 2012 to 60% in 2013 and 70% in 2014.

Strategies to achieve these targets include:

- The professional learning (PL) team will have clearly defined areas of responsibility including the monitoring, feedback of external, school and faculty based TPL opportunities.
- Implement a formal approach to record keeping on MyPL@det; and initiate collegial learning groups using the PLLDD programs for contextual school-based learning.
- Strengthen teacher professional learning plans in line with school and faculty priority areas – professional learning team to liaise with senior executive and head teachers.
- Succession planning through coaching in order to encourage higher level duties.
- Continue high-level professional learning undertaken by the senior executive, for executive and 2 I/C, and whole staff – research-based readings.
- Assist teacher learning regarding in-school measurement and alignment to targets.

School priority 2

Outcome for 2012–2014

Implementation of the Australian Curriculum, aligned to high-standard quality teaching and a personalised approach to learning for all students.

2013 Targets to achieve this outcome include:

To increase the number of students with personal learning plans tracking academic outcomes from Year 7 in 2012, to Year 9 and all Indigenous students in 2013 and all students in 2014.

To boost high level delivery of curriculum as evidenced by teacher observation coding data in the dimension of Intellectual Quality (NSW Quality Teaching Framework 2003) from a school average of 3.63 across the dimension in 2012 to 3.70 in 2013 and 3.8 in 2014.

Strategies to achieve these targets include:

- Implement the Australian Curriculum when it is released with ongoing evaluation and adjustment of current programing as information arrives.
- Strengthen the place of VET Stage 5 in Computing Studies in 2013 and evaluate its effectiveness in relation to successful outcomes for the candidates and their level of engagement.
- Develop Personal Learning Plan template encompassing both curricular and co-curricular areas; students will set their own literacy and numeracy targets and will be mentored by a teacher in small home groups.
- To increase the number of students accessing the learning centre post work placement and/or long term absence from school to assist in the transition back to the classroom and completion of school assessments.
- To increase the number of students attending the homework centre and its profile as a hub for learning outside designated school hours.
- Continue to develop teacher confidence in the Quality Teaching model through alignment of practice, journal records, student feedback and relationship with assessment (Year 7 trial).
- To ensure that all stage 4 students have the opportunity to engage further with the QT

framework to ensure they are equipped as partners in their own learning.

- Head Teacher Teaching & Learning/Middle Schools will observe, journal and coach our teachers through the process of how literacy and numeracy is taught in Stage 3.
- Learning Centre to focus on assessment, transition to class and study skills.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr Ted Noon, Principal

Ms Kylie Landrigan, Deputy Principal

Mrs Teena Haslehurst, Deputy Principal

Ms Teresa Drapalski, HT Social Sciences

Ms Janene McPherson, Aboriginal Education Officer

Mrs Carmel McNamee, Parent

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>