**School context statement**

Crookwell High School (270 students) is a proudly comprehensive co–educational high school which welcomes all students into its supportive learning community. Located in the Southern Tablelands the school maintains a strong rural identity within an active and supportive community and takes great pride in the individual achievements of its students as they strive to achieve their own personal, learning and career goals. To support students to achieve these goals the school operates a range of co-curricular programs that enhance student engagement, welfare and leadership.

**Principal’s message**

The opportunities provided for students in 2014 were, once again, many and varied. These opportunities were provided in academic and extra – curricular areas, including the arts, sport, student leadership and community involvement.

Crookwell High School provided a quality learning environment with a high teacher/student ratio, providing opportunities for more individual attention. Teachers, Learning Support Officers and support staff all worked together to provide students with inclusive, rich learning experiences to meet the needs of all students.

The Crookwell community and local businesses continued to support a number of school programs that provided our students with learning opportunities beyond the classroom that assisted them to become confident and creative individuals with the personal resources for future success and wellbeing. The school is very appreciative of this support provided by our local community.

Our ever active and dedicated P & C donated significant funds to the school again to support teaching and learning programs. Thank you to our P & C and its executive for their hard work that has directly benefited our students, and also for their valued input on a range of discussion points and initiatives.

The information in this Annual School Report is a summary of the many activities that took place within our school community during 2014.

**Brian Hudson**

Principal

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**P & C message**

2014 was another successful year for the P & C and a number of fundraising activities were held that allowed us to support our students.

This year the P&C provided:

- an industrial sandwich press for the canteen
- funds to all faculty areas to assist in the purchase of resources for the implementation of the new Australian Curriculum
- headphones for student use in Industrial Technology
- a new catering refrigerator for use by students in Hospitality and Food Technology
- new laptops to support student learning
- funding to support the school’s gifted and talented program
- a new perpetual trophy for Presentation Night

Our most successful fund raising effort came from the canteen, thanks to the hard work of Cathey O’Connor and her regular helpers.

The P & C thanks all of those parents who have helped to make a difference in the lives of all the children at Crookwell High School by contributing their time in 2014.

**Sharon Treacy-Pitt**

P & C President

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**Student representative’s message**

Crookwell High School’s Student Representative Council (SRC) is elected by the student body and its role is to give all students a voice in the planning and evaluation of school activities and policies.

Some of the highlights of the year for the SRC were:

- organising two successful and enjoyable school discos that were well supported as always. These discos allowed the school community to come together, socialise and bond in a fun environment
- organising a special assembly to celebrate Harmony Day
- participating in a wide range of community activities such as ANZAC Day march and selling legacy badges
- supporting organisations such as World Vision and our sponsor child Arzillio, the 40 Hour Famine, Cancer Council, Jeans for Genes and Stewart House.
- organising the fourth annual SRC trivia night
- attending National Young Leaders Day in Sydney
- allocating funds for new school banners
- introducing bucket hats and woollen jumpers as part of the school uniform, in partnership with the P&C
- donating funds towards the new school driver training vehicle.

With the assistance of the Teachers Mutual Bank and the Teachers Environmental Fund, the SRC was able to purchase a hydro station which has been installed in the canteen area. This hydro station has allowed students to have access to chilled drinking water.

The SRC was very excited and proud to have two members, Giselle Croker and Molly Davies, selected to represent the Southern Tablelands region on the Illawarra and South East Regional SRC team.

Steven Cummins, Emma Picker, Izack Gibbs and Bethany Lyons

Above: The 2014 Student Representative Council

Student enrolment profile

Our student enrolment in 2014 was 270. The chart below shows our enrolment pattern over recent years.

![Enrolments Chart]

Student attendance profile

Our attendance rates continue to better those of the state, as the chart below indicates.

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.6</td>
<td>92.5</td>
<td>92.4</td>
<td>93.2</td>
<td>93.3</td>
</tr>
<tr>
<td>8</td>
<td>90.5</td>
<td>90.1</td>
<td>90.1</td>
<td>90.9</td>
<td>91.1</td>
</tr>
<tr>
<td>9</td>
<td>89.1</td>
<td>88.8</td>
<td>88.7</td>
<td>89.4</td>
<td>89.7</td>
</tr>
<tr>
<td>10</td>
<td>88.3</td>
<td>87.1</td>
<td>87.0</td>
<td>87.7</td>
<td>88.1</td>
</tr>
<tr>
<td>11</td>
<td>89.1</td>
<td>87.6</td>
<td>87.6</td>
<td>88.3</td>
<td>88.8</td>
</tr>
<tr>
<td>12</td>
<td>89.8</td>
<td>89.2</td>
<td>89.3</td>
<td>90.1</td>
<td>90.3</td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
<td>90.2</td>
</tr>
</tbody>
</table>

Post-school destinations

There were 29 students who sat for the Higher School Certificate examinations in 2014. A number of these students were successful in gaining early entry recommendations for university. The chart below outlines the post-school destinations of our students in 2014.
<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>-</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>employment</td>
<td>12</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>4</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>university entry</td>
<td>-</td>
<td>-</td>
<td>30</td>
</tr>
<tr>
<td>other</td>
<td>-</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td>unknown</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Year 12 students undertaking vocational or trade training**

In 2014 26% of students in Year 12 undertook a vocational or trade training course at Goulburn TAFE, while 19% of students undertook a vocational course at school. Students were enrolled in a variety of courses including Hospitality, Metals & Engineering, Automotive and Community Services (Children’s Services). One student undertook a School Based Apprenticeships (SBAT) in Hospitality.

Above: Hospitality student Luci Thearle

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

100% of Year 12 students attained the Higher School Certificate or equivalent educational qualification in 2014.

**Workforce information**

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

The staffing entitlement for 2014 included a full time Careers Adviser. Our support staff included a farm assistant for three days per week and a general assistant for two and one half days per week. Teaching staff were supported by five School Learning Support Officers. Additional to teaching and support staff was a Technology Support Officer (TSO). The school’s staffing is summarised below.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>18.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.182</td>
</tr>
<tr>
<td>Total</td>
<td>33.6</td>
</tr>
</tbody>
</table>

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

There were no staff identifying as indigenous.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

In 2014 a total of $28,895.16 was expended on professional learning. The average expenditure per teacher on professional learning was $1,050.
All teachers completed a Professional Learning Plan at the beginning of the year, identifying their professional learning goals.

All teachers participated in professional learning activities targeting the areas of priority identified in their Professional Learning Plans. These included participation in activities beyond the school including:

- HSC marking workshops
- autism awareness training
- ALARM (A Learning and Response Matrix) strategies
- positive behavior management
- growth coaching
- peer support training
- Year Adviser training.

As well, groups of teachers shared professional learning within the school, and across our local network of schools, to further develop and refine teaching & learning programs, particularly for the NSW Syllabus for the Australian Curriculum. VET teachers participated in training to ensure ongoing maintenance of industry currency.

There were five School Development Days attended by all staff in 2014. These professional learning days focused on a number of key priorities, including:

- mandatory training in Child Protection, Code of Conduct, CPR, Emergency Procedures and Anaphylaxis procedures
- effective classroom practice and management strategies
- implementation strategies for initiatives to improve student skills in literacy, numeracy and technology
- strategies to support Gifted and Talented students
- supporting students with disability through the development and implementation of learning accommodations
- the Australian curriculum, including the General Capabilities
- supporting students in the middle years in their transition to high school
- ALARM strategies to improve student understanding and responses in the senior years
- understanding working memory, recognising difficulties and identifying strategies to support students
- study skills strategies for students.

One of these School Development Days was combined with Crookwell Primary school and this provided teachers with an opportunity to better understand some of the programs offered in stage 5, with a view to developing a middle years approach that will assist students in the transition to high school.

In 2014 there were 9 teaching staff maintaining accreditation at Proficient and 2 staff members seeking voluntary accreditation at Highly Accomplished or Lead.

**Beginning teachers**

All beginning teachers receive a high quality induction program to support their entry into the teaching profession. As part of the Great Teaching, Inspired Learning (GTIL) initiative teachers’ mentoring structures have been established at Crookwell High School.

Beginning teachers work with a mentor, or learning partner, within the school who provides support and critical feedback. As well a trusted colleague, or learning partner, outside the school is identified to meet with, observe lessons and share knowledge and resources. Teachers are also encouraged to join online networks that provide insights, resources and inspiration. Teachers are also required to evaluate their own learning through self-appraisal and their Professional Learning Plan, with the guidance and support of their supervisor. Funding is provided to allow the beginning teacher to fully engage in each aspect of this initiative.

**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: 30/11/2014

**Income**
- Balance brought forward: $266664.86
- Global funds: $311553.82
- Tied funds: $212653.12
- School & community sources: $171184.90
- Interest: $9850.61
- Trust receipts: $26138.00
- Canteen: $0.00
- **Total income:** $998045.31

**Expenditure**
- Teaching & learning
  - Key learning areas: $78071
  - Excursions: $69088.06
  - Extracurricular dissections: $55769.23
- Library: $0.00
- Training & development: $2830.96
- Tied funds: $166388.04
- Casual relief teachers: $87122.66
- Administration & office: $67725.02
- School-operated canteen: $0.00
- Utilities: $104991.58
- Maintenance: $23396.03
- Trust accounts: $31438.22
- Capital programs: $0.00
- **Total expenditure:** $686820.80

**Balance carried forward:** $311224.51

A full copy of the school’s 2014 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 2014

#### Academic achievements

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- **Year 7:** from Band 4 (lowest) to Band 9 (highest for Year 7)
- **Year 9:** from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

The Year 7 NAPLAN test results reflect growth from Year 5 to Year 7 and these provide the school with base line from which to report student growth in secondary school.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

![Percentage in bands: Year 7 Reading](chart.png)

**NAPLAN Year 7 - Spelling**

![Percentage in bands: Year 7 Spelling](chart.png)
The average scaled growth of our students from Year 7 to Year 9 in reading was 43.2 points, compared to the NSW DEC average of 38.7 points.

The average scaled growth of our students from Year 7 to Year 9 in writing was 25.9 points, compared to the NSW DEC average of 21.2 points.

The average scaled growth of our students from Year 7 to Year 9 in spelling was 33.8 points,
compared to the NSW DEC average of 33.5 points.

The average scaled growth of our students from Year 7 to Year 9 in grammar & punctuation was 24 points, compared to the NSW DEC average of 23.8 points.

The average scaled growth of our students from Year 7 to Year 9 in numeracy was 58 points, compared to the NSW DEC average of 48.8 points.

The average scaled growth of our students from Year 7 to Year 9 in numeracy was 58 points, compared to the NSW DEC average of 48.8 points.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School Average</th>
<th>SSG % in Band 2014</th>
<th>State DEC % in Band 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>69.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>88.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Higher School Certificate (HSC)

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).

Some of the highlights were:

- In Music the mean was 82.44, compared to the state mean of 80.29 (+2.15). All but one student achieved Band 5.
- In General Mathematics the mean was 73, compared to the state of 68.89 (+4.11). 57.89% of students were in the top 3 bands, compared to 50.66% across the state.
- In Hospitality the mean was 78.08, compared to the state mean of 75.23 (+2.85). 66.66% of students were in the top 3 bands, compared to 63.22% across the state.
- In Industrial Technology the mean was 73.23, compared to the state mean of 70.66 (+2.57). 62.5% of students were in the top 3 bands, compared to 57.22% across the state. Cameron Davies had his ITMM major work nominated for the prestigious InTech exhibition.
- In Senior Science 71.42% of students were in the top 3 bands, compared to 68.72% across the state.

Achievements in other school programs

Performing Arts

The Performing Arts made significant contributions to the school calendar in 2014. Students elected to study Music and Drama in Stage 5 and Music 1 in Stage 6. Senior students worked to their potential producing HSC programs which were technically demanding. The Music 1 HSC results were the highest subject mark for all Music 1 candidates with 80% of students achieving a Band 5. Junior students accompanied in the HSC practical examination which extended talents beyond year groups.

Technology as a teaching and learning tool continued to be explored and was included in all courses, resulting in enhanced learning opportunities. Preliminary Music 1 compositions and musicology viva voces were of a high standard, incorporating Finale and Audacity Software Programs.

Students continued to strive for excellence in the Performing Arts in the classroom and in extracurricular activities. The year began with successful Open Night performances from Years 9 and 10 Drama and Years 9-12 Music. Year 12 musicians presented a moving performance for Harmony Day and the Year 9 elective class presented a poignant performance for The Anzac Day Assembly.

Two community projects were supported. Music students recorded an ensemble and a solo track (Eliza Stephens) on the 2014 Dame Mary Gilmore CD Volume 3. The Dame Mary Gilmore CD Volume 4 - The Anzac Centenary Edition (We Remember) included Eliza Stephens and Isabelle McGeechan with solo performances by local composers. The Crookwell High School Vocal Ensemble combined with The Mary Gilmore singers on three musical items. School Captain, Emma Picker also provided an introduction to “In Flanders Fields”

Drama classes presented in school performances and visited Crookwell Public School to share their dramatic expertise. Drama continues to grow within the school. Students have elected to study Drama as a Preliminary Course in 2015.

The Year 10 Music Class contributed two musical items to the Seongbok High School, Korea inaugural Welcome Assembly which were well received. Crookwell High School was represented...
at Goulburn Regional Conservatorium Concerts (GRC) and at community performances. Our musicians participated in the Goulburn Community of Schools Concerts (GCOPS) during Education Week, strengthening links with our community of schools. School Captains, Savvas Topalidis and Isabelle McGeechan capably hosted the final concert where rock bands from all elective and senior Music classes performed.

The highlight of the Performance Calendar was the Music Showcase Concert which was accompanied by a Visual Arts exhibition. Students displayed a diverse collection of art works and presented performances showcasing the talents of students in elective and senior Music. Solo, small and large ensemble items reflecting a range of musical genres were presented. Year 12 Music performed two items each, from their HSC programs to an appreciative audience. The Music Showcase contributed positively to student pride and achievement.

The Goulburn Regional Conservatorium (GRC) continued individual lessons on guitar, drums, bass guitar, flute and piano. Laura O’Keefe was awarded a GRC piano scholarship for the second year in succession and achieved honours in her AMEB examination. The CADS Performing Arts Awards for Drama and Music were awarded to Molly Slater and Eliza Stephens at Presentation Night.

Future Directions for 2015

Music and Drama will continue to challenge students through existing and extracurricular programs. Students will, as a result of these programs, be better equipped to obtain course outcomes at high and outstanding levels. Students will prepare performances for Open Night, GCOPS Education Week Concert, MADD (Music, Art, Dance, Drama, Design) Night Concert and Exhibition, School Assemblies and Presentation Night. Preliminary and HSC students will continue to be encouraged to perform at every opportunity, developing course specific repertoire to the best of their ability. Participation and achievement in the Performing Arts will be celebrated at every opportunity.

Sport

Students of Crookwell High School display a great deal of enthusiasm for school sport and conduct themselves with sportsmanship at knockout sport and zone carnivals.

2014 saw an increase in the number of students attending Zone carnivals for swimming, cross country and athletics. Max O’Brien and Nathaniel Okkonnen were selected to compete at the Regional Swimming Championships. Mikayla Hall and Annabel Croker were selected to compete at the Regional Cross Country championships, with Annabel achieving well to then go on to the State Cross Country championships, a wonderful achievement.

Our most successful Zone Carnival was for Athletics with 15 students competing at the Regional Athletics Championships. These students were Sam Skelly, Annabel Croker, Steven Cummins, Tasmin Davies, Jamie Derwent, Lillie Emery, Annie Hall, Mikayla Hall, Danielle Jackson, Luke O’Brien, Teagan Croke, Renee Buggie, Lily Panne, Jemma Woodmore and Caitlin Smith. Of these students Mikayla Hall gained valuable experience being selected to compete at the State Athletics Championships for Hurdles and Jamie Derwent competed at State for Long Jump. Again, this was a wonderful achievement for these two students to compete at the state level.

This year in representative sport, Ollie Anable, Lachlan Skelly and Sam Skelly were all chosen to represent the South Coast Region Open Boys’ Cricket team. Earlier in the year Sam Skelly represented NSW in the Under 15 All School’s cricket team. Katelyn Ryan, Jessica Ryan and Gabrielle Haynes were selected to compete at the State Tennis championships gaining valuable experience competing against some of the top players in the state.

The Open Girls’ Hockey team were South Coast A Champions.
The Premiers Sporting Challenge Medal is an award that goes to a student who has shown a commitment to fair play, achievement in their sporting discipline and overall contribution to their school’s weekly sporting program. The recipient in 2014 was Sam Skelly.

The Outstanding Achievement in Sport Award acknowledges the exceptional achievement of students who represent NSW or Australia in their chosen sport. Sam Skelly was also the recipient of this award.

The criteria for the Sportsman and Sportswoman of the Year award is that the student should

- represent the school in three sports
- represent the school at a Zone Swimming, Cross Country, Athletics Carnival
- represent the Zone at the Regional level
- display excellent behaviour and sportsmanship.

In 2014 Sportsman of the Year was Sam Skelly. The 2014 Sportswoman of the Year was Shania O’Brien.

**Significant programs and initiatives**

**Aboriginal education**

Throughout 2014 all students had the opportunity to develop their knowledge about the culture and history of Aboriginal and Torres Strait Islander peoples. This learning has taken place as part of compulsory coursework as well as during a performance from a visiting group, ‘The Beatty Clan Crew’.

At the beginning of Terms 1 and 2 teachers participated in professional learning for Aboriginal education. This program, ‘No Gap: No Excuse’, raised awareness of issues surrounding Australia’s indigenous people and built teacher confidence, providing them with access to teaching materials to incorporate into their lessons.

The English faculty continued to include texts which have an indigenous focus or deal with Aboriginal issues in Stages 4, 5 and 6. Aboriginal perspectives were referred to with regard to their relationship with the land, Aboriginal people and their spiritual and cultural beliefs. Strategies were applied which assist Aboriginal students in their preferred learning styles.

In Science an Aboriginal and Torres Strait Islander perspective has been built into almost every unit of work in Years 7-10. Students had the opportunity to recognise that Aboriginal and Torres Strait Islander communities have a history of unique, complex knowledge systems. In Science lessons students examined how Australia’s indigenous people have developed and refined knowledge about the world through observation, making predictions, testing and responding to environmental factors within specific contexts. A major focus was looking at ways that traditional knowledge and western scientific knowledge can be complementary in solving problems.

In Year 10, History students studied a unit on Australia’s Rights and Freedoms in which they learned about early Aboriginal activism, the Stolen Generations, the 1965 Freedom Rides, Land Rights in Australia, Mabo, Bringing Them Home and the Apology. In Year 8, History students studied an indigenous group in which they learned about Australian Aborigines and their culture and belief system. They also studied how European colonisation destroyed the indigenous way of life and the conflict that occurred. Students looked at assimilation, reconciliation and self-determination.

In Year 7 Visual Arts students looked at beliefs and the meanings of symbols used in Aboriginal Art. Students made up their own story using symbols. In all other years, students looked at the works of a variety of artists, including indigenous artists. In senior years some of the artists studied have included Tracey Moffatt, Destiny Deacon, Gordon Bennett, Lin Onus and other indigenous artists.

Equity funding allowed the school to target particular support to students making the transition from Year 6 to Year 7 and Year 10 to Year 11. It also allowed for the implementation of an effective school to work program to support those students in the senior school transitioning to further education or the workforce.

**Multicultural education and anti-racism**

Crookwell High School continued to promote multicultural education and diversity and maintained a clear stance on discrimination and
racism. Tolerance and associated values have been made a priority across all areas of the school and multiculturalism is embedded in teaching programs, highlighting that differences need to be welcomed and embraced.

The school has an identified Anti – Racism Contact Officer (ARCO) who is the contact between students, staff parents and community members in the resolution of complaints regarding racism.

In order to promote cultural awareness and acceptance within the school community the SRC continued to celebrate Harmony Day. Harmony Day is celebrated around Australia on the 21st of March each year. It is a day when all Australians celebrate our cultural diversity.

The SRC held a special assembly which was led by the school captains and vice captains. Ismael, a refugee living in Goulburn, was invited to be the keynote speaker at the assembly. He spoke passionately about his story and how he migrated to Australia. Mrs Marks and her team of Hospitality students provided a delicious multicultural morning tea after the assembly.

Above: Students at the Harmony Day assembly

In 2014, Crookwell High School formed a sister school relationship with Seongbok High School in South Korea. This exchange program has become one of the major aspects of our multicultural program, well supported by our school community. Students and staff from Seongbok High School came to Crookwell High school in August and were billeted by local families. A return visit by Crookwell High School students and staff occurred in September.

The exchange program to South Korea relates to multicultural studies undertaken by all students and includes studies of Korean culture, food, customs, history, geography and religion.

Students were able to draw parallels between Australian customs and traditions and those in Korea. The excursion also linked directly to the Stage 4 HSIE syllabus (Geography 4.5 – ‘demonstrated sense of place about local environments’; 4.10 – ‘explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship’; 4.6 – ‘describes the geographical processes that form and transform environments’).

Crookwell High School students visited places of geographical and historical significance and were given the opportunity to experience life as a Korean student and to live with a Korean family. Highlights included visiting Buddhist shrines, temples, museums and other places of cultural and spiritual significance.

Above: Students accompanied by Mr Hudson in Korea

Students at Crookwell High School have had limited experience in Asian cultures and, through this exchange program, student attitudes towards Asian people and cultures will be broadened and matured. The students involved in the visit to Korea brought back from their experience a more worldly perspective on cultures, people and have a better perspective of the opportunities we have as Australians in the international community.

Asia and Australia's engagement with Asia is one of the cross – curriculum priority areas of the NSW Syllabuses for the Australian Curriculum. Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the Board of Studies K–10 Curriculum Framework and Statement of Equity Principles and in the Melbourne Declaration on Educational Goals for Young Australians (December 2008).
Teaching programs promoting intercultural understanding and skills, as well as cross-curriculum priorities, enabled students to develop understanding about and address the contemporary issues they face.

Learning and support for students with additional educational needs

Crookwell High School has continued to provide a variety of programs for students with additional learning needs. This has been assisted by the provision of equity funding to the school.

2014 saw the retirement of Geraldine Branson – Lyons as Learning and Support Teacher. The school is indebted to Mrs Branson-Lyons for her work in support of students over many years. Ms Carla Anderson was appointed as the new Learning and Support Teacher.

The Learning and Support Teacher worked with students and parents to develop personalised learning plans for students with a disability. The Learning and Support Teacher also worked with teachers, offering expertise on developing strategies to improve student learning outcomes and providing professional learning focused on the provision of learning adjustments for students. In addition, the Learning Support Teacher maintained a focus on developing resources on various learning difficulties, and delivering these to staff in an easily-accessible format.

Equity funding allowed the school to employ five Learning Support Officers during the year who worked with individual students in classrooms, increasing the level of student’s participation and engagement in learning.

The long-running and successful Literacy Peer Tutor Program was a key initiative throughout 2014 with Year 10 Reading Tutors delivering literacy and numeracy support to younger students in Years 7 and 8.

Not only did this program provide some of our reluctant readers with guided support for their reading and learning issues, it also provided older students with an important leadership opportunity.

Literacy remained an important focus during the year. An intensive spelling program was implemented for Year 7 students, who were assessed as being of the highest need for intervention. These lessons focused on spelling rules, letter and sound patterns and provided opportunity for repetition through a variety of activities.

The school continued to work in partnership with a number of external agencies to support eligible students. For example, working with Royal Far West enabled the school to support individual students using the Multi-Lit program. This program draws on 30 years of literacy research and provides support for low-progress readers. In addition, working with our Careers Teacher, senior students with learning needs were matched with programs run by Disability Services Australia and Essential Personnel.

Crookwell High School has continued to focus on meeting all of its students learning needs and this will remain an ongoing focus for 2015.

Student wellbeing

Over the course of 2014 there were a variety of successful activities and programs targeting particular year groups. These included programs to enhance and promote health and wellbeing and to build respectful relationships. The range of activities and programs offered increased student engagement and connectedness and provided opportunities for enhanced student leadership.

Some of the highlights of 2014 for particular year groups were:

Year 7

All Year 7 students successfully completed a Peer Support Program as part of their transition to High School. This culminated in a three day Year 7 camp at Berry with their Peer Support Leaders from Year 10. This program assisted students in their transition to high school and was invaluable in forming bonds within the year group. The Year 10 students were also very helpful in assisting Year 7 in peer tutoring. Year 7 were assigned a Year 10 student to assist in classwork, reading and finishing assessments. This program continued for three terms and was very successful, with the students forming close bonds.

Additionally, Year 7 students participated in a workshop on cyberbullying with the Police School Liaison Officer and attended two theatre performances. The first production, ‘Onwards and Upwards’, aimed to raise awareness and understanding of the different pathways to
higher education. The second, ‘Escape from Worryville’ focused on providing skills to students in identifying and dealing with anxiety and depression.

Overall, Year 7 made an excellent transition to High School in 2014 and involved themselves in the life of the school, helping each other and applying themselves to their studies.

**Year 8**

Year 8 students had the opportunity to be involved in a number of welfare based initiatives in 2014. Lauryn Needham, Olivia Croker and Madison Leonard represented Year 8 on the Student Representative Council where they were able to develop their leadership skills. Additionally, INTERACT students were able to form partnerships and work within the Crookwell area to provide community services.

To promote cohesion within the year group, a variety of lunch time sporting competitions were organised. These were well supported by the year group as everyone had a role to play, whether playing on a team or cheering on their peers.

Year 8 students and their parents attended a subject selection evening where presentations were given by staff about the range of subjects and electives available for students to undertake in Stage 5 of their schooling. Parents and students were given the opportunity to ask questions about each of the subjects to aid them in their choice.

**Year 9**

In Term 1, as part of a whole school program, Year 9 students participated in an anti-bullying program which involved a talk by the Police School Liaison Officer. This program addressed bullying and harassment issues with a focus on the increasing problem of cyber-bullying.

The Year 9 cohort has displayed a great enthusiasm for the extra-curricular activities offered at Crookwell High School. They were involved with representative sports, Interact, debating & community interaction.

In Term 3, Year 9 students travelled to the NSW snowy mountains for the annual camp. Students participated in two days of skiing and snowboarding with lessons each day. The goals of the camp were to broaden student’s experiences, build self-esteem and develop stronger relationships. The camp and all of its activities proved to be a huge success with all students reporting that they had a fantastic time. It was pleasing to see all students enjoying themselves in an environment away from the classroom.

In Term 4 all Year 9 students participated in a two day peer support leadership training course. This course aimed at equipping students with the skills to work with the incoming Year 7 group while developing lifelong leadership skills. Students displayed a positive attitude and maturity in their involvement in activities and responsibilities.

**Year 10**

Term 1 saw selected, enthusiastic students prepared to take on their new roles as Peer Support leaders. This is an important program that supports incoming Year 7 students as it provides them with an opportunity to engage and adapt to school life in a new environment. Their role included regularly running peer support meetings and activities, culminating with a three day camp to Berry Sport and Recreational Centre.

A number of Year 10 students were also involved with assisting younger students through the Peer Tutor program. This required a dedicated effort on the part of Year 10 as they tutored the same Year 7 or Year 8 student in English and Mathematics during RAGE every day for a large part of the year. Both Year 10 and junior students were acknowledged for their hard work at a special assembly.

Term 3 required all Year 10 students to select subjects for the senior years. This was one of the most challenging demands for Year 10 students as they had to think seriously about their future and the subjects that they would undertake in Years 11 and 12.

Term 4 was a busy term for Year 10 with all students completing a formal week of Work Experience followed by participation in the Australian Business Week program. Year 10 students were also involved in an introduction to Year 11 work, completing a compulsory course called ‘All My Own Work’ which addresses academic integrity and plagiarism in education, and were also given the opportunity to complete their Senior First Aid course.

These programs, run over the last weeks of the term, are designed to assist students with their transition to the senior school and, in some cases, to the workforce. During Term 4 students could
voluntarily attend weekly study skills lessons which targeted developing skills for lifelong learning.

**Year 11**

2014 was a challenging but successful year for students as they came to terms with the expectations of the Preliminary and HSC courses. Most students demonstrated an enthusiastic and committed approach to the rigours of their senior courses.

In March, Year 11 attended the Sport and Recreational Camp at Narrabeen for the mandatory ‘Crossroads’ (Drug, Alcohol and Relationships) program. The camp at Narrabeen also included a session on study skills integrated with a number of recreational activities that encouraged positive relationships and teamwork. The key messages of the ‘Crossroads’ program were reinforced later in the year by a talk on drugs and alcohol presented by the School Police Liaison Officer.

In June students travelled to Goulburn to participate in the annual ‘U-Turn the Wheel’ event. This great day was again sponsored by Rotary and aimed to make the students more aware of road safety issues, responsible drinking, the laws pertaining to road use and other themes associated with young drivers.

Year 11 had a busy year with their involvement in a wide range of extracurricular activities. This included such events as the Music Showcase evening, the SRC Trivia Night, GCOPS performances, various sporting representations, Captains elections and several excursions to Sydney, Canberra and other localities.

Following both reporting periods all students were involved in personal interviews with the Principal, Year Adviser and the Careers Counsellor. The interviews related to their ongoing progress and provided an awareness of the assistance available to them. In addition Ms Lindy Billings from BOSTES was invited to the school to present on Preliminary and HSC requirements, assessment and other related topics.

Many Year 11 students participated in several study sessions during RAGE which assisted them in their preparation for assessments and examinations. Elevate Education presented an invaluable session on study skills and time management to Year 11 students. This was very well received by the students who found this presentation to be extremely beneficial.

**Year 12**

The graduating Year 12 class of 2014 proved to be a talented group of individuals in the areas of academia and sport as well as the creative and performing arts.

On the stage the leaders and musicians from Year 12 shone during the Showcase Concert, the GCOPS concert and in performances at a number of special assemblies.

On the academic front Cameron Davies’ ITMM major work was nominated for the prestigious InTech exhibition and Lachlan Fairbank was successful as the first student to complete a HSC course as part of the newly-developed Rural Science Network. He also attended the Victor Chang Research Institute after receiving the Victor Chang Award. Several other students were acknowledged at the Graduation Assembly for their consistent effort and application in their studies and others for the contributions they have made to Crookwell High School.

Year 12 had a busy year with their teachers organising a wide variety of activities to support their learning outside the classroom. Students studying Visual Arts, Multimedia, Biology and Legal Studies participated in excursions to Sydney and Campbelltown. The overnight University of Wollongong Discovery excursion attended by most Year 12 students provided a valuable opportunity to gain a feel for university life and to assist in planning for future education. This was also supported by a day trip to the Canberra Careers Expo.

A Parent Information Night was held so that parents had the opportunity to listen to a speaker from the Board of Studies, enabling them to better understand the HSC assessment process. This followed a similar presentation to students during the day.

A number of staff members once again made themselves available after school for the HSC Study Nights so that students could receive some one-on-one support with their studies. Sessions were also conducted by the Careers Adviser once a week during RAGE and this was offered to all Year 12 students.

As in previous years the students were also provided with an opportunity to complete the
externally recognised training course in the Responsible Service of Alcohol and Gambling. Many students find this to be a valuable tool for gaining employment following their HSC year.

A visit from the Police Liaison Officer was arranged so that Year 12 students could be reminded of the importance of safe partying and other age-specific matters.

The sporting carnivals were well-attended by this group with many students involved in providing food and drink for their fellow students whilst raising funds for their Year 12 formal. They also organised a raffle and ran BBQ’s at school on several Thursdays in order to purchase a gift for the school, this being banners for each sporting house to be used at sporting carnivals.

Girls’ supervisor report

The Girls’ Supervisor worked with all staff members of Crookwell High School to support the welfare needs of girls within the school. Students experiencing difficulties with social skills, friendship groups, family concerns, adjusting to secondary school, bullying and low self-esteem were assisted. Mediation in small groups and pairs proved effective and students were able to reconcile differences to become happier members of the school community. Close communication with the School Counsellor and Senior Executive ensured students had access to all welfare agencies as required.

Support was shown across the school by the wearing of purple ribbons.

As the staff member on the Parents and Citizen’s Uniform Committee, support was provided to the SRC when additions to the school uniform were made. The SRC introduced a bucket hat which has proved popular and formal pants for boys are also available. Uniform expectations and guidelines were presented at assemblies, in the school newsletter, at Year meetings and through gentle, individual reminders throughout the year. Students of Crookwell High School continue to wear their uniform with pride and confidence.

A team of five Year 10 girls assisted in the implementation of the school-based immunisation program. Matilda Weatherspoon, Kate Jansen, Molly Slater, Melissa Jackson and Anna Mitchell quietly and efficiently escorted groups of Year 7 and Year 9 students to and from the Immunisation Clinic. The girls supported younger peers who were anxious and monitored students after their vaccinations under the guidance of the health workers. This valuable initiative enabled students to take part in a welfare initiative which provided support to junior students.

In 2015 the Girls Supervisor will continue to work closely with the Welfare Team and whole staff when supporting the needs of the students within our school community. A focus on student happiness, well-being and the promotion of respectful, responsible behaviour will continue to drive future initiatives.

Student leadership

In 2014 Crookwell High School continued to provide various opportunities for students to develop their leadership skills.

Year 12 presented TWEEN, a peer facilitated welfare program covering issues relevant to teenagers, including transitioning to high school, understanding peer pressure and transitioning to the senior school.

13 students attended the National Young Leaders Day in Sydney. A wide range of keynote speakers presented at the convention and these speakers
inspired all attendees to make a difference for their school community, local community and global community.

The Student Representative Council attended a student leadership training day coordinated by SRC co-ordinator, Mr Wong. At the training day, students learnt what it means to be a leader and how to be an effective leader.

The Student Representative Council organised and delivered a student leadership training course to students from our community of schools. This day was not only beneficial to the primary school students who attended, but also to those delivering the content, as they were able to refine their public speaking and student mentoring skills.

The Student Representative Council formed committee groups which worked on various projects throughout the year. These projects included sponsoring Crookwell High School’s World Vision child, Arzillo, organising school socials and developing an application for the Teachers Mutual Bank Environmental Fund grant.

Various students have also had the opportunity to speak on school assemblies and to community groups on a range of issues.

Interact

The Interact group, under the guidance of Miss Waite, had a successful 2014 year and contributed meaningfully to the wider Crookwell community. In Term 1, Interact members participated in two barbecues, raising funds for their lolly guessing competition which was both fun and raised the profile of Year 8 junior members.

Term 2 saw the running of Interact’s inaugural handball competition, which had junior and senior competitions, as well as a competition for teachers. Interact members also attended St Mary’s Primary School to participate in a student mentoring and reading program every second Thursday and, again, a barbecue was held as a fundraising activity.

In Term 3, the committee continued its involvement with St Mary’s Primary School and their mentoring and reading program. A nacho day was also held with great participation from its members and support from the school community.

Term 4 was a busy term with students interacting with community groups. Interact members visited SDN Pre-school in Crookwell and participated in a social interaction program there, which aided the pre-schoolers’ confidence with older students. The visits also encouraged leadership skills in Interact members and each member was allocated a child for whom they had to write a story and read aloud to that child at the pre-school.

A handful of students also attended a Probus Club scrabble meet at the senior citizens’ centre which they enjoyed immensely. Term 4 finished with a spider day and a Slip, Slop, Slap cancer awareness campaign that required the provision of sunscreen to students. Four one litre bottles were purchased and Crookwell High School students were encouraged to Slip, Slop, Slap each lunch time.

The committee raised over one thousand dollars in 2014 and is committed to providing further assistance to the Crookwell community in 2015.

Vocational education program

Crookwell High School has an evolving vocational education program for students in Years 7 to 12 which maximises the integration of key employability skills in the classroom. The program aims to deliver career education which prepares students with the skills, knowledge and understanding required to make a successful transition to the workplace.

The careers calendar began with the annual Year 12 excursion to the University of Wollongong for a Discovery Day. Students attended university lectures, stayed in university accommodation, and experienced university life, as well as the many opportunities available outside of their home town, for themselves.

Year 12 and Year 11 students had weekly meetings with the Careers Adviser to develop exit plans, future pathways and to develop study skills essential for success in the senior school and in further education and training. Year 11 and Year 12 students also had the opportunity to attend vocational based courses at Goulburn TAFE once a week, with studies including Community Services (Child Care), Horse Industries, Beauty, Hairdressing and Automotive. One student undertook a School Based Apprenticeships (SBAT)
in Hospitality, successfully integrating vocational training with their secondary education.

Careers classes once a fortnight focused on vocational education in the classroom for all Year 10 and Year 8 students. Year 10 students worked on developing an exit plan to assist in goal setting and transitioning from school to work. The Year 10 cohort undertook a week of work experience, developing first-hand experience in the workplace and assisting students in developing vocational goals. These Year 10 students also developed resumes, learnt how to write cover letters, research job and training pathways, and developed an understanding of interviews and the labour market. Careers classes in Year 8 addressed topics as varied as tax, skills, strengths, careers web sites including “My Future” and a life simulation game called “The Real Game”.

Students had the opportunity to attend numerous events over the year with the majority of Year 12, 11 and 10 students attending the ACT Careers Expo. Senior students attended Charles Sturt University open “My Days”, and a number of Year 10 students visited health talks and workplaces in areas of individual student interest. Visiting presenters to the school included numerous universities and workplace providers. Year 8 students attended an Australian National University health talk and workshop.

In-school vocational training included opportunities to participate in Responsible Service of Alcohol (RSA) and Responsible Conduct of Gambling (RCG) courses for Year 12 students, as well as Workplace Health and Safety (White card), and First Aid training for Year 10 students.

Students in all years, and many with their parents, accessed the careers adviser for individual interviews regarding their student’s pathway and destination planning.

Crookwell High School delivers learner driver instruction with a qualified driving Instructor and this is a program supported greatly by the community. Students with a learner’s license are able to access quality training which delivers superior driver education and skill development in addition to the mandatory department driver education programs in Stage 5 and 6.

Library / information resource centre program

In the school library in 2014 there was a concerted effort to bring the audio visual and the non-fiction collections into the 21st Century. Many audio visual resources that were not utilised, irrelevant, out of date in content and format were disposed of. This has left the AV room looking cleaner and more user friendly. Staff have been encouraged to use the Clickview subscription and this has been well utilised.

The school library website “CHS Connected” has had a number of new additions through collaboration with the teaching staff. The Library uses “Weebly” to make new websites to aid in teaching and learning by collating resources in the one online location for students and teachers to access. These websites have been made for the English and HSIE faculties this year.

A number of professional development activities were attended by the Teacher / Librarian during the year. One of these, “Resourcing for the Australian Curriculum: Building Digital Collections” was very useful in learning about new resources such as Scootle. Another professional learning day focused on “Guided Inquiry design for the Australian Curriculum;” and this was very useful in showing resources and methods to teach students how to research effectively in a guided environment. Both of these days were very useful in building knowledge of new resources and methods of information literacy instruction.

The Teacher / Librarian also attended two networking days to build relationships with other Teacher Librarians. One was held in Queanbeyan and one in Young. The focus on these two days was using the resources of the State Library and the new school library system ‘Oliver’ which is being implemented in 2015-2016. Crookwell High School has been selected as a ‘lighthouse’ school for our Principal network to implement ‘Oliver’ and assist other schools in their implementation.

The Library was home to a large cow for much of the year. This fibreglass cow was situated in the Library for many months as a team of dedicated students and teachers worked on our entry into the Archibull competition. The competition raises awareness of agriculture through art and thus combines the two subject areas. The Library assisted through the creation of the blog and multimedia entries that went with the painting of the cow. We were successful in achieving a ‘highly commended’ with the multimedia entry.
Above: Constance Marks, Jeordie Carson, Liza Croker and Abbey Evans with ‘Shaun’ the cow and judges.

The Year 7 programs taught in the Library have been very successful this year. The Interactive Reading program, with students reading for pleasure as the main aim, has now completed its second year and was again successful, The Year 7’s were also introduced to the Library through the LOP (Library Orientation Program). This year the program ran for the full four terms and in the second and third terms students used skills to research and propose to the local council that a cycle track be built in the township. The students worked with teachers in the HSIE KLA to develop skills in information literacy, geography and literacy using ALARM.

The Library supported a move towards a new Area of Study in the English Syllabus. Students are now requiring related texts that support “Discovery”. The Library was able to support students through lists of possible resources obtained through networks and sharing information with other schools in NSW.

The Library also continued to support student literacy through the purchase of many more fiction titles as well as hosting RAGE groups every day to ensure students have a chance to borrow.

The Library has been active in the acquisition of teaching resources; in particular a new range of resources for teachers to look at ways of differentiating learning, making learning fun through activity as well as using technology in the classroom.

**Literacy across the curriculum**

The Literacy Team decided to increase the school’s focus on spelling and editing skills in order to improve literacy outcomes in the area of writing. A new school-wide editing code was developed that enables students and staff to consistently identify errors through common symbols pertaining to editing mistakes. There is now a specific symbol for a particular punctuation error - such as an omission of an apostrophe - or incorrect grammar in a sentence. Posters were prepared and now appear in every classroom, displaying our agreed editing codes. In addition a common approach to structuring paragraphs has been implemented across the school with the application of the T.E.E.L. acronym as a guide to this important literacy skill.

The Literacy Team also reviewed the 2014 NAPLAN results and offered feedback and suggested strategies to all faculties and Key Learning Areas across the school.

The development of a school-wide Literacy Plan across Stages 4, 5 and 6 will be the Literacy Team’s focus for 2015.

**Numeracy across the curriculum**

The main focus area of the Numeracy Team in 2014 was to raise the awareness of staff regarding embedding numeracy into the curriculum and in their lesson plans. The strategies that we used were to:

- identify units of work in which staff found it more difficult to embed numeracy teaching strategies
- hold a workshop to help staff to become aware of opportunities to teach numeracy skills or use numeracy skills in their lesson plans
- continue to make staff aware that teachers of Mathematics were always available to assist with teaching numeracy strategies or with ideas about embedding numeracy skills into lesson plans and teaching / learning programs.

A workshop was organised by the Numeracy Team, with groups led by each member of the numeracy team as well as Mathematics staff. This workshop was well received by staff and raised the awareness of staff about embedding numeracy skills and strategies into units of work and also assisted teachers by providing ideas about when and how to do this.

While this continues to be a priority area for the Numeracy Team in 2015 the team will shift the focus of their work. Staff have been asked what it
is that they would like from the Numeracy Team, the strategies that they would like to help them embed further numeracy strategies in their classroom programs. It is from these suggestions that the team will form their future direction for 2015.

Technology across the curriculum

In 2014 emphasis of the Technology team was on the implementation of “Bring Your Own Device” (BYOD), where students supply their own laptop/tablet. The team surveyed staff and considered the DEC requirements to develop suggestions to parents about the requirements students needed for the devices at school.

A BYOD specification sheet was produced along with some recommendations for suitable devices. The team also produced a BYOD User Charter that has to be signed by both parents and students prior to a student being allowed to use their device in the school.

While all students are encouraged to bring their own device in 2015 there are now two laptop trolleys and more computers in the computer room. The P & C has also generously donated funds for a third trolley. This access to computers will ensure that students who are unable to bring their own device will always have access to this technology in their classroom and will not be disadvantaged.

In the survey completed during the year the general consensus was that a whole school approach was needed in the implementation of new software. It was acknowledged that the school was generally well-resourced, but students were lacking skills in some areas of computer use. These included lack of consistency in using Word and PowerPoint (especially for assessment items), systematic storage of files and proficiency in OneNote and Excel.

While the orientation program on computer use for Year 7 was successful, it was felt that students in other years required explicit guidelines on the use of both hardware and software. Protocols for a standard layout for computer-generated documents were developed as well as expectations for how these should be presented by students. The plan for 2015 is to produce posters of these protocols to be placed in each classroom.

The use of EDMODO by staff and students to communicate and pass on material increased and was seen as a useful tool by many staff. Staff training in Edmodo and other applications continued to be provided by Mr Wong and the team supported a continuation of this training in 2015.

Planning for ET4L is continuing (where the school based computer system and the DER based system will be merged into a single computer system) and many computers have been upgraded in preparation for implementation of this program. This will also be an important focus in 2015.

Gifted and talented

The Gifted and Talented Team again organised ‘The Amazing Race’, a special curriculum program for identified students in Years 7 and 8 as well as Years 5 and 6 students from our Community of Schools. Students competed in teams in a day of mind-challenging competitions. The Library Challenge with Ms McCormack was to research convicts whilst The English Challenge with Ms Middlemiss was to research selected Charles Dicken’s novels, dress up as the main characters and form a photographed tableau. Students then moved to the Computer Science Challenge with Mr Wong where they had to compile a series of computer algorithms. Finally, the students completed the Science Challenge with Ms Clements where they had to design a bridge that supported a trolley with various weights.

During Term 3 students from Years 7-10 were invited to participate in an age targeted spelling competition during lunchtimes. This initiative aimed to promote and encourage interest and expertise in spelling within the school community. The competition was enthusiastically supported both by participants and audience members with certificates awarded to each year group winner as well as a $5.00 voucher supplied by the P and C for the school canteen.

Tournament of the Minds

Crookwell High School entered one team in Tournament of Minds, the international competition promoting creativity and teamwork. The team, consisting of seven students from Years 7 - 10, participated in the South Coast Regional Final in August, working on a long-term challenge for a period of six weeks leading up to
performance day, under the guidance of Mrs Rebecca Dark.

At the South Coast finals teams were scored on the performance of their long-term challenge, and also the completion of a spontaneous challenge, which involved no preparation time.

Crookwell High School won the Secondary Schools Social Science division, and this meant the team represented the South Coast at the state finals in September. At these finals, students were given a mere three hours to devise a solution to the long-term challenge, and also had to complete another spontaneous challenge in this time frame.

The team gained a new understanding of the competition by participating in the state finals and this also gave them ideas for their participation in the future. The school would like to congratulate Matilda Weatherspoon, Kate Jansen, Casey Hall, Sue Brennan, Hannah Stephens, Jessica Skelly and Georgie O’Brien on their fantastic efforts, and for representing the school in this competition.

At the Australian Geography Competition, twelve students participated. These students tested their understanding of geography and their geographical skills against students from all around Australia.

There were a number of student geographers who performed to a very high level this year with over 25% of the students gaining a Credit, Distinction or High Distinction. Over 70,000 students from 760 schools entered the Australian Geography Competition so the results give us an external benchmark as to how our students are going in certain aspects of geography. The competition also plays an important role in promoting geography to students.

Geography is an important subject to develop in students as it gives them a real understanding of the complex and environmental interactions happening in the world around them.

School planning and evaluation
2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of external data, such as NAPLAN
- Completion of surveys
- Focus groups and interviews with key stakeholders
- Document analysis, including policies, programs, procedures, assessments etc.
- Lesson observations.

In 2014 our school carried out evaluations of the curriculum area of Industrial Arts and also of Boys’ Education.

Curriculum

Background

Industrial Arts was evaluated as part of the school’s faculty review cycle. The review covered all aspects of faculty operations including
resource management, administration, teaching / learning programs and assessment procedures. An analysis of data from a range of sources was undertaken, including the use of the Results Analysis Package for the Higher School Certificate. Interviews were held with teachers and with a representative group of students from Years 7, 9 and 11.

**Findings & Conclusions**

The review found that management of resources in the Industrial Technology area has undergone a review and that new procedures are being implemented. Equipment registers are being updated and effective measures are being taken to ensure that this system is well maintained. This is seen as a priority because of the range and number of equipment items and resources in this area.

Staff have a good knowledge and understanding of WHS requirements and procedures and have taken appropriate measures to ensure WHS guidelines are followed. A WHS review of the Industrial Technology block was conducted in 2013 and measures have been taken to act on recommendations that were made at that time. Appropriate training is conducted when new equipment arrives.

Individual teachers take ownership for faculty resources and consult with their Head Teacher regularly to ensure resources are current and budgets are realistic and adhered to. Forward planning is required and is effective.

The Head Teacher (Mathematics) has responsibility for the supervision of the Industrial Arts teachers and Maths/IA faculty meetings are held weekly. A combined faculty meeting is a new initiative as time constraints made it difficult for area specific meetings.

Teachers of Industrial Arts are aware of the importance of having efficient and correct processes in place. Staff have regular formal and informal dialogue with their Head Teacher to ensure correct DEC and school procedures are taking place.

Teaching and learning programs are regularly updated, reflect syllabus outcomes and are evaluated regularly. Registration is kept up to date and a common faculty approach to registers is being implemented, similar to that adopted with the Stage 6 monitoring folders.

Specific programs have been introduced that make accommodations for students with special needs. Staff work closely with the Learning Support Teacher and Learning & Support Officers to ensure student needs are being met.

Published assessment schedules are in place for all years, 7 -12 and a system for the formal recording of students receipt and submission of tasks is evident.

Teachers of Industrial Arts use SMART2 data to analyse group and individual student results and meet with the Head Teacher to do this. Information from RAP data has allowed for some reflection on extended responses and the development of strategies to promote improvement in this area.

Industrial Technology classrooms are generally safe and well maintained and they are stimulating environments that promote student interest and engagement. Technology is being successfully integrated into teaching and learning programs as are explicit literacy strategies, however this is a continuing process and evidence needs to be provided in all programs.

A variety of teaching strategies are evident and students have access to a wide range of resources. It is apparent from student responses that they find practical lessons are the most engaging. The intended outcomes of each lesson are generally clarified with regularity. Celebration of student’s work and achievements is visible and this provides students with positive reinforcement of the quality of their work.

The Head Teacher, in collaboration with staff, is developing a more structured program of supervision which aims to be more supportive and will provide even more valued feedback to staff. It is the view of staff that the leadership offered to them is supportive and personable. Issues relating to discipline and behaviour are acted upon in a timely and appropriate manner and ideas and new concepts are embraced with enthusiasm. The Head Teacher is approachable and readily offers professional advice.

Decision making is inclusive and transparent and teachers are open to new ideas on pedagogy. A good professional relationship exists in the faculty between staff members, who support each other consistently. Resource sharing is commonplace and teachers support each other’s professional development.
Professional learning opportunities are sought outside the faculty and beyond the school. It is pleasing to see that the ‘Great Teaching Inspired Learning’ strategy has been embraced by staff who have regular contact with teachers in other areas. It is also pleasing to note that one staff member has led professional learning with colleagues across the state.

The teachers of Industrial Arts at Crookwell High School have a diverse range of skills, and this is evidenced in the range of subjects that they teach. There is a genuine enthusiasm for teaching and a truly collaborative relationship is evident. It is also noted that these teachers contribute to the school in many other roles and they can be proud of this contribution that provides students with many opportunities beyond the classroom.

**Future Directions**

The review panel has made the following recommendations:

- Faculty policies and documentation, including the Faculty Plan, need to be reviewed regularly and consultation needs to ensure that priorities are being met and that future goals and targets are identified.

- Strategies for extending GAT students is evident, however evidence needs to be provided in all teaching / learning programs.

- Minutes of faculty meetings need to be recorded formally and be distributed widely, including to the Principal.

- While there is evidence of discussion of data from SMART2 and RAP, this data needs to be used more to inform subsequent programing. Time needs to be set aside to review data and discuss its impact on teaching and learning outcomes.

**Boys’ education**

**Background**

Crookwell High School has a commitment to the education of all students, both boys and girls. At the end of 2013 discussion centred on the following issues relating to the education of boys:

- **Academic achievement**
  While often boys are performing at the higher end of their year group, boys can also be over represented in the lower end of the year group.

- **Curriculum delivery**
  The ways boys learn and the impact they have on others and their learning has determined the way teachers teach and how lessons are delivered.

- **Behaviour management and discipline**
  Boys have a higher percentage of suspensions, variations of class placements, detentions and misbehaviour than girls.

- **Participation in all aspects of school life**
  Boys generally do not tend to take opportunities to participate in all extra curricula and school activities that are offered.

- **Leadership**
  Boys are less inclined to volunteer or nominate for leadership roles in the school, particularly for representation on the SRC.

Staff and students in Years 7 to 11 were surveyed and asked specific questions relating to the above observations.

**Results and Findings**

The following data was extracted from the survey conducted in Term 2, 2014 and was used to establish clear guidelines and directions for the future. Please note that these graphs do not represent percentages, but the number of responses.

**Feedback from Year 7-11 Girls**

Question: Do boys inhibit your learning?
Question: Are boys respectful of girls?

Question: Do you notice a difference in boy’s behaviours depending on the gender of their teacher?

Feedback from Year 7-11 Boys

Question: Are there sufficient programs in sport?

Question: Are there sufficient academic programs?

Question: Are there sufficient programs in extra curricula activities?

Question: Are there sufficient programs in the performing arts?

Question: Are there sufficient programs in welfare?
On the question of gender specific classes 88% of girls were not in favour, while 92% of boys were not in favour.

The results of the survey from students generally suggest that:

- students enjoy coming to school to interact socially and enjoy the learning opportunities that are offered to them
- the things student like best about attending school are the friendships they make, the opportunity to study different subjects and the range of activities that are available for them to involve themselves in
- they believe that their teachers are very willing to help them
- the main reason for an education is to learn, become educated and have a successful future
- the student’s favourite subject areas are in the practical areas of PE, Sport, Music, Drama and Design and Technology. However a large number of students still favour the traditional subjects of English, Maths, Science and HSIE for the academic challenge that they provide.

Staff were asked a number of questions also and the findings and conclusions were that:

- the learning style/s they prefer when appealing to boys is mainly the visual-kinaesthetic style. Teachers stressed the need for arrange of learning activities to be used in the classroom
- teaching in a co-educational high school is a rewarding experience as the teaching of both girls and boys brings its own rewards and challenges
- the biggest concerns/challenges when teaching boys are engaging boys with different learning needs, motivating boys to do well and celebrating success in the classroom
- it is important to make the curriculum relevant and interesting for boys
- the school provides a range of suitable programs for boys in sport and in extra curricula activities.
- the performing arts are gaining popularity with boys
- boys need to be encouraged further to take on leadership opportunities, especially in key areas like the SRC.
- the school should look for opportunities to invite strong male role models inspirational male leaders to present to students
- teachers prefer a mixed gender class, however are open to opportunities to explore single sex classes.

Future Directions

- Further development of relevant teaching and learning resources to support all students.
- Identifying and celebrating strategies that are successfully engaging boys in the classroom. Teachers will share these at a School Development Day.
- Maintaining positive relationships between boys and girls through the various welfare programs in the school.
- Professional development for staff including workshops for all teachers
focussing on catering for boys’ education, learning styles and behaviour management strategies.

- Meeting the needs of a small percentage of disengaged boys by offering further school to work transition activities.
- Undertaking analysis, using available data, of the ongoing and complex gap between girls' and boys' achievement, particularly in Stage 5.
- Further develop learning programs to include explicit strategies to improve literacy and numeracy learning outcomes.
- Continue to review systems for monitoring and rewarding student achievement across all areas of school life.
- Enhance and develop student leadership opportunities within the school.
- Continue to enhance and develop positive community partnerships to support goals.
- Establish a Middle Years leadership program that includes opportunities to mentor potential leaders and provide them with skills for leadership.

- Trend data for students in Year 9 showed overall greater than or equal to expected student growth of 83.7% in Numeracy
- Average scaled growth of Year 9 students in numeracy was 9.2 points above NSW DEC average
- Teachers continued to access SMART2 data effectively to analyse group and individual student results in order to develop strategies to utilise in their teaching and learning programs

**Strategies to achieve these outcomes in 2014:**

- Literacy and Numeracy teams leading professional learning and developing whole school cross – curriculum strategies.
- Ongoing analysis of NAPLAN data
- Development of Individual Learning Plans for targeted students
- Targeted support provided by LAST and Learning Support Officers

**School priority 2**

**Engagement & retention**

**Outcomes from 2012–2014**

Improved student engagement in learning

**Evidence of achievement of outcomes in 2014:**

- Attendance rates continue to better those of the state.
- Student participation in a variety of engagement programs to assist them in goal setting and career planning.
- Student’s access to a variety of NON-ATAR curriculum offerings and continued access to TVET and VET courses such as Animal Studies, Child Studies, Automotive Studies and Business Services.

**Strategies to achieve these outcomes in 2014:**

- Students were assisted and guided by the school executive in the subject selection process to further ensure students chose the appropriate pathway and remain engaged in their senior years.
- Regular review of progress of senior students and interview after each examination.
- Regular career counselling.
- Effective protocols for tracking N Award Warning letters and support structures for students at risk of disengaging.
- Ongoing analysis of data in RISC to identify students at risk.
- Effective monitoring and support of students with poor attendance.

**School priority 3**

**Aboriginal education**

**Outcomes from 2012–2014**

Aboriginal student outcomes matching or bettering the outcomes of the broader student population

**Evidence of achievement of outcomes in 2014:**

- All Aboriginal Year 12 students completed their HSC.
- 100% of staff participated in professional learning focusing on improving learning outcomes for Aboriginal students.
- Results in NAPLAN for Aboriginal students consistent with those for the broader student cohort.
- Attendance rates for Aboriginal students consistent with those of broader student population.

**Strategies to achieve these outcomes in 2014:**

- Analysis of SMART data for Aboriginal students, identification of trends and strategies identified for PLP’s.
- Development of individual career development plans for all Aboriginal students.

**School priority 4**

**Curriculum & assessment**

**Outcomes from 2012–2014**

A broad and relevant curriculum supported by appropriate assessment procedures and quality feedback

**Evidence of achievement of outcomes in 2014:**

- Students chose TVET and SBAT courses relevant to their identified pathways beyond school.
- Increased numbers of students indicating satisfaction with curriculum offering in exit survey.
- Curriculum pattern established in the senior school met the needs of most students.
- Consistent assessment guidelines established for all years, 7-12.
- A consistent editing code for written feedback to students developed.
- Assessment booklets developed for all years, 7-12.

**Strategies to achieve these outcomes in 2014:**

- Strengthened teacher networks, allowing for development of effective assessment procedures, particularly for subjects implementing the Australian Curriculum.
- Strengthened Year 10 and senior program for school to work and study skills.
- Literacy team developed an editing code for feedback to ensure consistent feedback to students.
- Continued implementation of the Quality Teaching model, ensuring significance, relevance and connectedness of knowledge into programs and teaching.
- Curriculum pattern developed after student consultation.
- Resource acquisition and development to support implementation of the Australian Curriculum.
- Continued participation in the Learning Alliance project with the Crookwell, Burrinjuck and Boorowa communities of schools.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.
The method used for conducting the evaluation was to survey students in Years 7-12, parent members of the Crookwell High School community and teachers. The surveys required a ranking of various elements as well as written responses, which provided the respondents with the opportunity to express their opinion. The surveys allowed all responses to be anonymous.

Their responses are presented below.

Students are provided with a number of forums and opportunities to voice their opinions and suggestions about school practices and programs. These include the Student Representative Council, INTERACT Club and year meetings.

In addition all students were given the opportunity to complete a survey, with the majority of students expressing the view that they are valued members of a caring and supportive school community. Some of the key findings of the student survey were:

- 81% of respondents definitely or mostly agreed that ‘teachers treat me fairly and respectfully in classes’.
- 78% of students definitely agreed or mostly agreed that ‘the opportunities for sport/performing arts and extra curricula activities are good’.
- 75% of students definitely agreed or mostly agreed that ‘they feel proud to be a student of Crookwell HS’.
- 74% definitely agreed or mostly agreed responded that ‘they are acquiring the skills that will be of use to them when they leave school’.

Teachers have regular opportunities to provide feedback through staff meetings, Staff Development Days, daily staff briefings, team meetings and in informal discussion. In 2014 teachers were also surveyed and expressed a high level of satisfaction in the following areas:

- 100% of respondents definitely or mostly agreed that ‘they are offered supportive and strong leadership by the senior executive’.
- 100% of respondents definitely or mostly agreed that ‘they have positive and respectful relationships with their colleagues’.

Parents are provided with a number of forums and opportunities to voice their opinions and suggestions about school practices and programs. These include formal and informal meetings of parents, such as meetings of the P & C association. The school maintains an open dialogue between teachers, Year Advisers, the school executive and the wider community. As with students and staff, all parents were given the opportunity to complete a survey. Unfortunately, there were only a small number of responses making it difficult for parent satisfaction to be measured and for definitive conclusions to be drawn.

**Future Directions**

In 2015 the school will continue to:

- Ensure that the management of discipline continues to be effective and procedurally fair
- Promote increased engagement and opportunities for all students to have a sense of enjoyment from their learning
- Enhance teacher capacity to provide quality educational feedback to students and parents
- Provide opportunities for staff to explore and successfully complete professional learning and professional networking
- Support staff wellbeing
- Promote access to quality resources and online professional networks
- Ensure effective communication continues between staff and executive staff
- Provide increased opportunities for parental and community engagement.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The school has identified the following strategic directions for the new school plan:

1. Continue to develop whole school practices which enable all students to be highly engaged in the broad educational opportunities available.

2. Deliver quality teaching and learning programs to equip students with the necessary skills and knowledge to be successful 21st century learners.

3. Staff leading innovative practice, learning about what works and networking with others.

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. B Hudson Principal
Mr. J Ward Deputy Principal
Ms. A Robinson Head Teacher
Mr. P Gribben Head Teacher
Mr. P Stephens Head Teacher
Mr. M Dark Head Teacher (rel.)
Ms. S Needham Careers Adviser
Mrs. D Woolley Teacher
Mr. L Walker Teacher
Mr. N Wong Teacher
Mr. P McCrorey Teacher
Mrs. R Dark Teacher
Mrs. F Abbey Teacher
Mrs. I Clements Teacher
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: