

2008 Annual School Report Illawarra Senior College

NSW Public Schools – Leading the way



Messages

Principal's message

The Illawarra Senior College (ISC), established in 1993 caters for post-compulsory, continuing and re-entry students from diverse backgrounds in course levels ranging from Years 10-12.

The College offers an extensive curriculum with programs of study leading to the Certificate II in General Vocational Education (CGVE) and the Higher School Certificate (HSC), as well as general interest courses in computing and digital photography.

In 2008 approximately 25% of the total College enrolment was of mature age. The College is recognised for its flexibility of delivery which allows students to participate in and complete their secondary education in a highly supportive and mature learning environment.

The College community promotes tolerance and acceptance of people's individuality while supporting students in maximising their outcomes in a range of academic, vocational and life skills areas through a variety of pathways to continue educational success.

A range of programs for students focussing on literacy and numeracy, community links, attendance and improvement in student participation are conducted in the College and fully supported by the Priority Schools Program (PSP).

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.

Mark Webster

Student representative's message

Student Leadership

The primary vehicle for expression of leadership is the Student Representative Council (SRC). At the Illawarra Senior College the SRC is designed to facilitate student participation in the college. The SRC has a role in a number of areas:

- Providing a direct link between students and the school executive. The SRC provided input into such diverse matters as examination timetables, discipline policy, hygiene issues in the toilets, food choices at the cafeteria.

- Additionally there is a suggestion box where all students forward their ideas to the SRC.
- SRC students have represented the college at a variety of days such as Regional Leadership conferences, and the Young Leaders convention.
- The SRC continued the strong links with Bankstown Senior College.

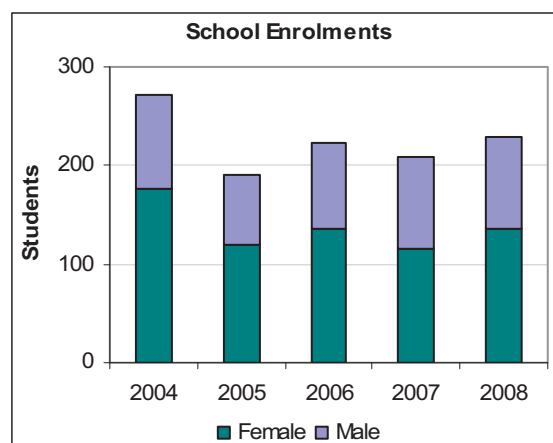
School context

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

	2004	2005	2006	2007	2008
Male	94	72	88	92	95
Female	177	119	136	116	135



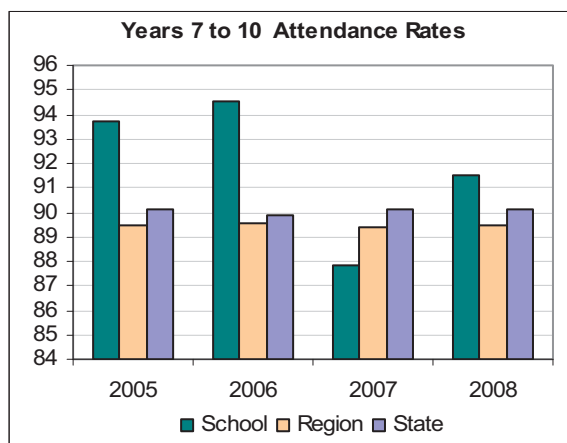
Student enrolment profile

Student enrolments at the College in August continue to show an upward trend, reflecting the increasing initial enrolments and a number of College initiatives to increase retention.

Student attendance profile

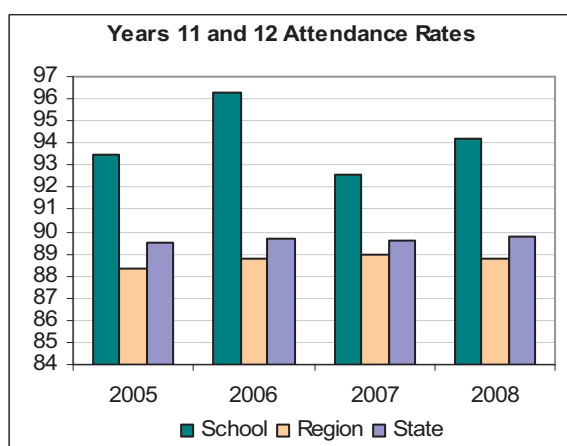
Year 10 Attendance

	2005	2006	2007	2008
School	93.7	94.6	87.9	91.5
Region	89.5	89.6	89.4	89.4
State	90.1	89.9	90.1	90.1



Year 11 and 12 Attendance

	2005	2006	2007	2008
School	93.4	96.3	92.5	94.2
Region	88.3	88.8	89.0	88.8
State	89.5	89.7	89.6	89.8



Student attendance profile

Attendance rates for year 10,11 and 12 were above regional and state average in 2008, continuing recent trends.

Post-school destinations

Students who completed Year 12 in 2008 we report the following percentage distribution.

University entry	10.2%
TAFE	38.0%
Return to education	13.3%
Employment	12.5%
Seeking employment	15.0%
Other/unknown	13.0%

Staff information

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

Illawarra Senior College had a teaching staff of 35 including, a principal, a deputy principal and five head teachers. The College has a strong student support team including a school counsellor, a librarian, a careers advisers, a support teacher (learning assistance), a supervisor of girls, four year student advisers, a literacy and numeracy co-ordinator and an enrolments officer.

Teaching staff were supported by administrative officers performing a variety of clerical and administrative duties, a general assistant, and a community liaison officer.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	1
Head Teachers	5
Classroom Teachers	25
Support Teacher Learning Assistance	1
Teacher Librarian	1
Counsellor	1
Total	35

Staff retention

All staff at Illawarra Senior College in 2007 were retained for 2008 with the exception of 1 retirement. The College historically has very little staff movement, providing stability and continuity for classes.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97% which is in keeping with the average over the last few years.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	12%

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:	30/11/2008
Income	\$
Balance brought forward	292 373.12
Global funds	285 965.20
Tied funds	87 865.50
School & community sources	36 692.62
Interest	23 606.81
Trust receipts	93 479.32
Canteen	87 567.00
Total income	907 549.57
Expenditure	
Teaching & learning	
Key learning areas	63 039.41
Excursions	1 304.22
Extracurricular dissections	8 240.75
Library	13 367.25
Training & development	20 996.00
Tied funds	240 439.70
Casual relief teachers	0.00
Administration & office	94 511.60
School-operated canteen	87 520.36
Utilities	50 347.74
Maintenance	27 366.85
Trust accounts	58 667.82
Capital programs	82 122.79
Total expenditure	747 924.49
Balance carried forward	159 625.08

A full copy of the school's 2008 financial statement, can be obtained by contacting the school.

School performance 2008

Achievements

Arts

Students showcased a variety of artworks in a number of locations around the College highlighting student achievement in the Visual

Arts faculty. These included artwork, photographic and ceramic displays in the library and staff common room. A number of permanent displays are also hung on the College walls.

Visual Arts students visited the Wollongong City Gallery, NSW Art Gallery and Hazelhurst Art Gallery along with local galleries to enrich their understanding of art practice in relation to their classroom studies. The Photography and Digital Photography students participated in a number of field trips to broaden their learning experience.

The out of College hours tutorial was run again to ensure the HSC students were able to produce engaging and high standard Bodies of Work. As a result of the implementation of the strategies, the students gained improved results in 2008 Higher School Certificate examinations.

The Digital Photography program was extended to 4 classes due to popular demand, with classes for beginners and advanced students.

In 2008, the latest version of the Year 10 CGVE resulted in Art being offered as an elective conducted over the whole year.

Sport

The College provides students with the opportunity to compete in a range of interschool knock out competitions, including basketball, football, netball, touch and softball as well as access to trials at zone and/or regional representative level.

This was the first year since 1992 that the College (Port Kembla HS) had a girls football (soccer) team, which recorded the first ever win in the Errea Shield State Knockout.

The College participated in Softball and Football (soccer) games with Bankstown Senior College, as part of the annual Inter-College exchange.

Kate McAdam has won State Titles in Tae Kwon Do and represented Australia in an International competition in South Korea where she won a bronze medal in the 78kg division. Kate was also a recipient of a Pierre de Coubertin Award presented by the Australian Olympic Committee.

Sam Cooley bowled a perfect 300 game in a Ten Pin Bowling competition.

Ryan Fisher is a softball umpire within the local Illawarra Association.

The College Sports Organiser, Brendon Fotheringham was the Boys Secondary Regional Convener and coached the South Coast Boys Football team at the NSW CHS Championships. Brendon was also coach of the NSW All Schools Boys Football team which won the School Sport Australia National Championships held in Port Macquarie. He then coached the Australian

Schoolboys team touring Japan and South Korea. P.E. teacher Josh Delucyk was coach of both the South Coast and Southern NSW Open Boys Rugby League team competing at the NSW CHS Championships.

Local football team, Port Kembla Pumas have used one of the school ovals this year for their weekend competition.

Other Achievements

- Kathleen Brady and Jessica Gray were nominated by their employers for the Illawarra Youth Training Awards for Vocational Education students. Jessica Gray was named Retail Student of the year.
- Robin Mulhall represented the College at the National Young Leaders Day in Sydney.
- Ashley Ekins and Robin Mulhall attended a student forum organised by World Vision.
- The hospitality classes were called on to cater for a number of significant events, providing valuable opportunities for students to employ their skills in “real life” situations.

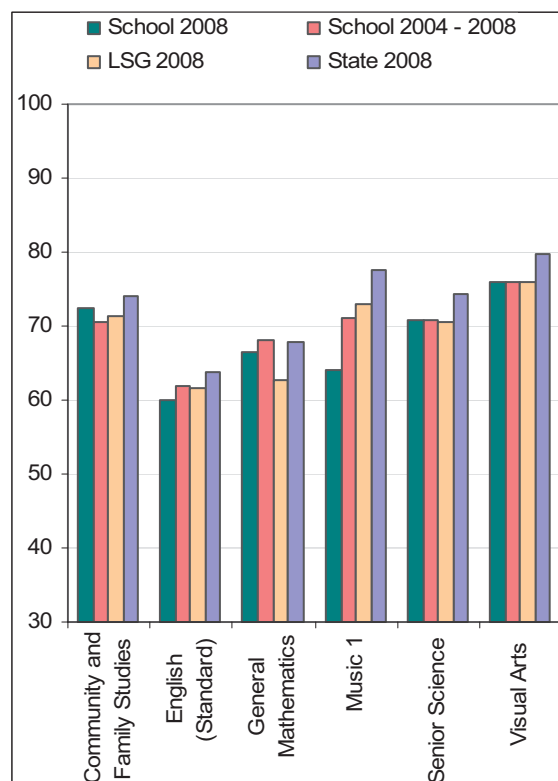
Academic

Certificate II General and Vocational Education (CGVE)

The College offers the Certificate II in General and Vocational Education as a Year 10 course for both mature age and younger re-entry students. This is a one year school certificate equivalent course that has developed an excellent reputation in the community. The CGVE has a high level of success at the College compared to other providers.

In 2008 108 students enrolled in the course with 46 students continuing to completion. Thirty eight of the graduating students elected to continue their studies and enrol in Year 11 for 2009.

Higher School Certificate



In 2008 73 students sat for the HSC with 21 of those students using the pathways provision for accumulation of the HSC. A total of 36 courses was offered by the College in Year 12 in 2008 with six of these being VET courses.

An analysis of results shows that across the College, some students performed below expectation with students achieving outstanding success. This was reflected in the large number of students returning to education after extended breaks and previous unsuccessful experiences.

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

On a within school comparison, students in the HSIE and ENGLISH KLA's performed very close to the school average, with TAS, Science and Creative Arts students performing below the school average. Students in the Mathematics KLA performed above the school average, while students in the PD/H/PE performed well above the school average.

Students in the following courses performed above state average:

Aboriginal Studies, Society and Culture, Studies of Religion and Retail Operations.

The growth data from school certificate to higher school certificate provided does not include many of the College's HSC students, particularly those of mature age. The data available shows that

students in Bands 1 and 2 in the School Certificate performed above expectations, while students in Bands 3,4,and 5 generally performed below expectations. Individual students across all bands had some very pleasing results.

Significant programs and initiatives

Aboriginal education

The College community fully supports all programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. All teaching programs include an Aboriginal perspective and Aboriginal culture is promoted through posters throughout the college buildings. The Illawarra Senior College plan also places a strong emphasis on Aboriginal education and the need for improved retention rates. In 2008, 14 out of 43 students completed their course of study. Individual Aboriginal students are supported through the provision of student equipment such as calculators, stationery items and other materials when necessary. 2008 saw the implementation of Individual Learning Plans for all Aboriginal students throughout the College. These plans along with regular contact with support persons are designed to support students throughout their learning and identify any issues as they arise. Students in HSC and Preliminary Aboriginal Studies participated in visits and activities with the Illawarra Aboriginal Medical Service and the local community of Wreck Bay.

Multicultural education

The College has a range of students from diverse cultural backgrounds. Acceptance and tolerance for a wide range of cultures is a feature of the College and figures prominently in multicultural perspectives across the curriculum and school plan.

The College continues to support students 'at risk' who come from different cultural backgrounds. Students with specific literacy problems are targeted by the support teachers for additional assistance.

Respect and responsibility

At Illawarra Senior College our main focus is mutual respect and accepting the rights and responsibilities for all staff and students. We actively seek and act on feedback from the College community. If required, College processes and procedures are then modified to tailor the particular needs of students.

Our 'Good Standing' policy provides the basis of what it means to be part of a mature age learning environment. Students are fully aware of the

expectations we have for College students. They sign a document during enrolment and, when needed, used in interviews as a reminder of the values we would like our students to portray.

Our pamphlet has continued to provide College information for parents and caregivers. It is circulated throughout the various agencies that support the College and is a good advertisement for ISC.

Our trained anti racism and grievance officer provides essential support for students when necessary. Their role is to manage students concerns in areas of harassment, equity issues and conflict resolution. Our officer treats all issues with confidence, sensitivity and confidentiality. Students report positive outcomes when concerns are raised and resolved.

As part of our promotion of rights and responsibilities in the College our students were involved in the Australian Government's Values Education project. During our forum we determined the values that reflected our College ethos and decided to produce posters which students could paint and display around the College. The values decided upon were to be painted on the posters and were also to be accompanied by key words or phrases. These included – Democracy, Care, Excellence, Fairness, Responsibility, Co-operation, Participation, Respect and Integrity.

Students from the Year 10 Art Elective painted these posters that have been placed around the school in key traffic areas as a constant reminder of our College values. Feedback from staff and students has continued to be supportive and has had a positive effect on student behaviour. The Year 10 students who painted these posters were rewarded with a luncheon and were more than happy to look at other future projects that reflect our rights and responsibilities. This has been presented to the College SRC for follow up.

Other programs

Parent and Caregiver involvement and Participation

The College enjoys strong support from parents, caregivers and the wider community including the local business sector and this has continued throughout 2008.

The College maintains regular contact with parents and caregivers to discuss student progress and other related issues. The College practice of informing parents and caregivers of issues impacting negatively on student progress as early as possible, continues to be highly regarded.

College Information Sessions were particularly well attended this year by parents, caregivers, students and other interested community members. Those who attended were impressed by the willingness of College staff to take the time to listen to each potential student's individual situation and explain course requirements and subject details. Parent/teacher evenings and orientation sessions were also well attended this year.

In addition many parents and caregivers have taken the opportunity to attend Recognition Assemblies where they have watched students from a variety of ages and backgrounds receive recognition for their hard work and commitment to study – some receiving an award for the first time. Parents and caregivers also appreciated the less formal functions following the assemblies where they had the chance to mingle with teaching staff, other caregivers and meet their student's peers in a relaxed atmosphere over a cup of tea or coffee.

Community and local business leaders provided financial support to College students in the form of scholarships and appreciated the opportunity to attend the annual Excellence Assembly, where they had the chance to meet the student they were assisting, have their photograph taken with them and chat about their progress and future goals.

Opportunities were provided for the College community to play a significant role through:

- Parent-teacher and student-teacher interviews.
- College information sessions and education expos.
- Merit Assemblies and morning teas.
- Student involvement in key decision making teams.
- Local business and community leaders providing scholarships for students to continue their education.
- Participation in the merit selection of College staff.

Student Welfare

The college actively promotes tolerance, respect and self discipline in a mature learning environment, through a well established welfare program. Student attendance and retention has been identified as a major focus area for the staff. Through weekly communication meetings and regular attendance monitoring, the staff are able to readily identify students causing concern. One communication meeting per month is dedicated to recognizing students' high achievements. These are published in the weekly student bulletin, resulting in positive feedback from fellow students and staff. Year co-ordinators collate student progress reports from staff to assist in the

identification of any areas of concern. Follow up, with students and/or carers, in these matters is then pursued by the deputy principal with the assistance of the year co-ordinators. Staff regularly contact absent students by phone to provide support enabling early intervention and for many students this results in improved academic performance. There will continue to be a focus on student attendance and retention to enhance learning outcomes for students.

The Deputy Principal, Year 11 and Year 12 co-ordinators monitor student enrolments, achievement and progress. HSC eligibility and Board of Studies entries are also managed by these co-ordinators. The individual support offered to the Year 11 and Year 12 students is extensive due to their varied backgrounds and expectations. The large number of pathways students enrolled at the college is specifically catered for by these co-ordinators.

The Year 10 co-ordinators constantly monitor application, progress and attendance of students in the CGVE program. They offer ongoing support and catch up lessons, which enable Year 10 students to undertake units of competencies which have not been completed due to absences. These are organized on a regular weekly basis by the Year 10 co-ordinators and Learning Support Staff. The tracking of the module completion in the CGVE course is also managed by these co-ordinators.

The merit system, based on recognition of student efforts, is a highly successful feature of the college. To celebrate student success two recognition assemblies are held each year. An excellence assembly is held early in term 1 to celebrate student academic achievement in the previous year. Many continuing students receive scholarship awards which have been kindly donated by local businesses. Parents, caregivers and friends are invited to these occasions, which are followed by whole college barbeques.

The student bulletin provides information on a weekly basis about the college activities and also highlights student achievement across the college.

Students have the opportunity for help and support through the college support program. Small groups are timetabled with a teacher for two sessions each week for structured activities which promote success at the college. Students also access individual help from staff during this time as well as undertake private study. The learning support team at the college also targets individual student needs and is well received by those students who take advantage of this program.

The College's grievance officer has further enabled members of the college to seek advice in

managing various situations through support and mediation. Additional counselling has been organized through the LOST program to assist students with housing and everyday needs.

A coffee shop for mature-age students is conducted on a weekly basis. This popular, social environment enables students and staff to make new acquaintances and offer valued support for one another.

PSP

At the ISC we are fortunate to be a part of the Priority Schools Program (PSP). This program aims to reduce the achievement gap of students who may be disadvantaged in the learning process due to their socio-economic circumstances.

Some of the objectives of the program include:

- Improving the literacy and numeracy outcomes of students.
- Improving the quality of teaching and learning.
- Creating a positive school culture with increased engagement levels.
- Encouraging positive partnerships among and raising the expectations of schools, parents, caregivers and other community members.

In 2008 the college continued to run effective PSP programs and initiated some new projects. The ISC library continues to receive funding from PSP. Research clearly links well resourced libraries with improved reading and academic success. The library provides an extensive range of reading materials for a diverse group of students including fiction books, graphic novels, talking books, comics and magazines. Student feedback has been very positive with 78% of students reporting improvements in literacy, 79% of students reporting increased research skills and 76% of students stating that library resources have been important to their success at the college.

Literacy and Numeracy Assessments are performed at the start and the end of the year with Year 10 and 11 students. The Learning Support Department gains valuable information from these assessments and is able to use them to target students in need and to set up programs and strategies to meet their needs. The College is also able to monitor how students have progressed through the year and how effective programs have been.

In 2008 the Year 10 Reading and Writing Program continued. Year 10 students are interviewed and asked if they would like to be a part of the

program. Participation is on a voluntary basis – a strategy which works well in fostering the positive and mature learning environment which we are so proud of at the college. The Reading and Writing program is carried out in conjunction with the Science Department. Students read with a mentor or Support Staff member and then with guidance from their partners work on Science tasks. They are taught how to research and summarise information. The program has proved to be one of the most effective programs in place at the college in terms of raising literacy levels of struggling students.

In 2008 the Numeracy Program was introduced to year 10. This was carried out in a similar format to the Reading and Writing program. Participation was on a voluntary basis. The program was based mainly on the 'Counting On' program. This program involves an emphasis on the process of how we calculate maths in our head rather than just being concerned with the answer. The program makes use of fun games and activities to do this. Before and after self surveys indicated that students found the program beneficial and recommended that it continue in subsequent years.

The mentor program has now been in operation since 2005 and continues to be an invaluable asset to the school. The year 10 students greatly appreciate the help that mentors provide them in class and rated this highly as a factor contributing to their success in Year 10. In 2008 mentors began to expand their roles with some taking on tutoring of Year 11 and 12 students in Maths. Many of the mentors have been here for a number of years and have welcomed the opportunity to be of service in different areas of the college. Some of our mentors are working in the Science Department helping to design experiments that can be incorporated into Science subjects. All of this work is being carried out with the view of increasing interest and engagement of students. Partnerships between mentors and teachers, and mentors and students are becoming stronger each day.

Overall we have seen marked improvements in retention, engagement, and performance of students as a result of many of the PSP programs in place at the College. Parents and caregivers, students, teachers, mentors and other community members involved at the school are welcome to share any ideas with the PSP committee that they believe may improve the achievement levels of students at the College.

Technology

During the year a class room (C14) was reconfigured and refurbished into a computer laboratory. This involved installing 18 networked computers, a ceiling mounted data projector and air conditioning. The College now has 3 computer laboratories in operation in addition to computer resources located in the Library.

The College web page was progressively updated to provide accurate and up-to-minute information for the general public.

VET

In 2008 saw the following industry frameworks undertaken by both year 11 and year 12 students:

Construction	Hospitality
Metals & Engineering	Retail
Business Services	Information Technology

Throughout the year VET students were provided numerous opportunities to develop as well as showcase their new found skills. The Construction students were involved in planning, constructing and installation of a number of pieces of outdoor furniture and the forming up and pouring concrete slabs around the College. A new panel saw was installed into the workshops providing industry standard performance from such equipment.

Retail student Jessica Grey was awarded Retail VET student of the year in the region after being nominated by her employer (Woolworths). Retail students also undertook a number of excursions to various large shopping centres to gain a practical insight into commercial retailing.

Business Services student Katherine Brady was also nominated for VET student of the year.

The Information Technology students were actively involved in up-grading and installing new computer software throughout the College as well as assisting in networking problems as they arose.

A number of students were successful in gaining part time work as well as full time employment in local destinations as a direct result of their structured work placements.

VET teachers have continually maintained their Industry knowledge through a wide variety of in-servicing activities and maintaining strong teacher networking connections.

Hospitality

The Hospitality students participated in several activities during 2008. The students catered for the annual Biggest Morning Tea which was highly successful. The students enjoyed participating in practical activities which gave them an opportunity to develop their skills to an industry standard. Consequently when they were asked to cater for the Department of Housing Scholarship Awards presentation they participated with enthusiasm and professionalism. The year 12 hospitality class demonstrated their culinary skills by preparing and serving a range of salad dishes for a staff luncheon, which were greatly appreciated by all.

The Hospitality Extension class ran a coffee shop providing snacks and cappuccinos to students and staff. The program provided an excellent opportunity for staff and students to communicate outside of the regular classroom.

The year 11 hospitality class continued to participate in the "Adopt a School Program" during 2008. The students were mentored by Restaurateur, Hatted Chef Peter Sheppard. Supported by TAFE Wollongong Campus, Peter conducted a workshop whereby students were able to further enhance their skills. The students were also involved with the catering of the year 12 graduation where parents and students were treated to a celebration lunch after the Graduation Ceremony.

Financial Awareness Workshops

On Wednesday the 19th November the college ran a series of workshops to provide financial literacy skills for Year 11 and 10 students based on a survey of student needs. Workshops involved guest speakers presenting on topics such as Taxation – personal tax and record keeping; Legal Aid; Tenancy Rights and Responsibilities; Real Estate – how to find and keep rental accommodation; Centrelink – Welfare services; The Office of Fair Trading - Consumer rights. These workshops were run with the assistance of a grant from the Commonwealth Bank Foundation.

Merit and Intervention Assistant (MIA)

The College system "MIA" was developed by a staff member, Phil Young, to collate all information regarding student's progress. The system uses a single FileMaker Pro database hosted on the College's fileserver, accessed over the network from each staffroom computer. A customised

report has been written to regularly feed all necessary student data into MIA so that it remains current.

The unprecedented success of MIA has driven further development to additionally enable the entry of all student interventions, concerns and progress reports. Teachers and administrators are able to instantly access and view any student profile allowing the earliest possible detection of students at risk. The system has also significantly reduced the amount of time required for teachers to generate these important documents.

MIA has been developed further to the recording and reporting of course competencies for the College Year 10 CGVE program.

To assist the effective use of MIA the College initiated a welfare role of Students causing concern coordinator to manage the retention of students and those students who were causing concern across many subjects. The coordinator worked closely with the Deputy Principal through weekly meetings to discuss students who were experiencing difficulties. The information was issued to staff at weekly communication meetings to report back to staff information pertinent to support students achieving their full potential.

The use of MIA was very successful in providing information in an expedient manner for early intervention of students needs.

Breakfast Program

Many College students arrive each day for studies without having had any breakfast. This is for a variety of reasons, including financial hardship, a large number of young independent students, and time management issues. Research has shown that students are better able to concentrate and study after eating a suitable breakfast.

The College provided bread, margarine, peanut butter and vegemite, toaster, an urn, tea, coffee and milk for students to make their own breakfast. The program operated from 8.15am to 8.40am each day commencing mid Term 2 until mid Term 4.

On a daily basis up to 50 students accessed breakfast. Not only were students suitably nourished, but the cafeteria became a social focus in the morning, helping to bring College students together. Feedback from students indicated overwhelming support for the program.

Careers

A summary of careers achievements follows:
Enterprise Education 2008.

Illawarra Senior College participation in Young Achievement Australia.

Corporate Sponsorship for Careers Program.
Australian Credit Union, Community Sector Banking, UNI Bookstore and University of Wollongong sponsor for Illawarra Senior College Mature Age Career Conference.

Mature Age scholarships from Australian Credit Union and University of Wollongong were awarded to Debra Moore and Lorna Dwyer respectively.

Uni Bookstore Gift Vouchers were awarded to two students.

Illawarra Senior College students were awarded one equity scholarship each for the University of Wollongong and University of Western Sydney. One inaugural UOW Equity Scholarship for a year 11 student from a disadvantaged background.

Other Programs featured in 2009:

- Pathways to Work for Whole year attended by Year 10
- Industry Taster Program with Workplace Learning attended by Year 10
- Year 10 Youth Pathways social worker support program total 35 students
- 39 Year 10 students achieved Nationally Accredited Business Services Statement.
- 30 Year 10 students achieved Food Preparation Certificate.
- 20 year 12 students attended University of Wollongong Discovery Day.
- 10 year 11 students attended University of Wollongong 2 day Equity Senior Preparation workshops.

Aboriginal Careers Education

- Students to NEON careers expo, Wollongong.
- 3 School Based Traineeships with Workplace Learning Illawarra, NSW Attorney General's Dept and NSW DET State Training.
- TAFE Careers Counsellor on campus for 25 year 12 students, individual interview on applications and course direction.
- Career Development interviews for all Year 12.
- Employment workshops on campus
- Career Expo for year 12.

- UAI, UAX, equity & scholarship workshops year 12.
- 2 students selected for national animalogic workshops.
- 1 student, selected for Taronga Park Meet a Keeper' Program.
- Year 10 work experience 10 students elected to complete.

whiteboard technology in teaching and learning. Those teachers will train other members of staff in their faculty in this technology.

Progress on 2008 targets

Target 1

To build capacity in teaching staff to improve student engagement in the learning process.

Our achievements include:

- A range of structured opportunities were provided throughout the year for staff to engage in professional discussion and showing best practice about student engagement and improved teaching practice.

Target 2

To improve the educational outcomes for Aboriginal students at the College.

Our achievements include:

- Each Aboriginal student developed a Personal Learning Plan in conjunction with teachers.
- Four Aboriginal students completed their Higher School Certificate in 2008.
- Three Aboriginal students were engaged in school based Part-time Traineeships throughout the year.

Target 3

To continue the development of the use of technology in teaching.

Our achievements include:

- A video conferencing facility was established in the College.
- A technology based learning centre was set up with an interactive white board. This room is available for all staff to use.
- A laptop computer was provided to each member of staff to allow them excellent access to technology in their teching.
- A member of each faculty group in the college was trained in interactive

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of :

Reporting:

Educational and management practice

Over the past 12 months there has been much discussion in the College over reporting in Year 10 and Years 11/12. In line with the Department's reporting guidelines, a formal review was recommended to the executive, which arose out of a staff meeting. Three areas were identified for review. They were the report format we use, protocols given to staff to follow in completing reports and the comments teachers make about their student's achievement.

Designated staff meeting time was allocated for this evaluation. Cross faculty groups were formed and discussions and/or recommendations were then put to the executive for endorsement and review. The Deputy Principal then reported back to the next staff meeting re the executive discussions and their recommendations.

Further follow up took place over three consecutive fortnightly staff meetings.

Background

Following is a summary of the discussion had by staff, under the three areas of review.

Protocols

- Happy with the protocols handed out for staff to follow in completing reports and the process involved.
- Comments should refer to modules being studied, content covered in class, future plan for improvement, class participation, attitude and effort.
- We are retraining student's social skills and we should report on it. ie participation, effort, attitude, attendance/punctuality etc. In a tick box format??
- The number scale of 1-5 is vague eg; what does 'working beyond' mean? Working beyond what?

The number scale 1-5 should be a plain English descriptor eg; satisfactory, excellent etc.

Report Format

- Have a separate academic transcript for Year 10 to go with their report. An explanation of codes to go with it.
- Should we have a one page mid course report for Year 10 and 11 so parents have something to discuss at parent/teacher night. Leave the formal report for end of course reports. There is a too long a gap between writing the report and it being given to the student.
- Teachers should record modules competencies and record them as students achieve them. Visible in the classroom or mark book.
- We should consider who the report is written for before we make any change.
- The format for the year 10 reports is confusing. Simplify – report to say what we want.
- The transcript can have module grades – when all completed.
- Need regular reminders and examples of report comments – model ideal comments.
- Mid Course Preliminary reports – marks based on thin number of tasks. – a problem?? Or include non assessment items (not preferred by Soc Science).
- Comments need to be individualised – however develop faculty based list of comments – comment bank to model/ use for comments.
- The terminology used to describe the levels of achievement for preliminary & HSC reports needs to be revised as the students are unclear to what the terms actually mean. Perhaps all teachers need to use the definitions which are on the coversheets & explain them to their classes, along with the teacher comments, before the reports are issued. Don't include non assessable task marks.
- We should be mindful of the workload of the SASS staff.

Teachers Comments/Guidelines

- Should begin with a positive statement but not about behaviour eg being polite and courteous.
- More than 2 lines, but come up with some common criteria.

- Be honest.
- Address areas for improvement.
- Comments of progress made.
- Addresses attendance.
- Percentage of attendance given.
- Not use commercial computer generated teacher comment banks.

Findings and conclusions

Examples of comments that cross faculty groups through were excellent were:

Overall your attendance and application in Physics this semester has been very good. Projectile motion, gravitational potential energy and induction especially are areas that you need to revisit in order to improve your results. Don't forget that practical activities are also examinable. Your willingness to participate in extra tutorial lessons shows you have the right approach to improving in this subject.

You have engaged well with the course work and demonstrated understanding of, and perception into literary issues and techniques. You have been incisive and confident in your class discussion and have been consistent in keeping abreast of the coursework and the submission of required tasks. Congratulations of this effort.

Future directions

Protocols

Review protocols for Year 10 and Year 11 to go with a revised Year 11 Report

Report Format

A college review of Year 10 and Year 11 Mid Course reports during Term 1 2009. If ratified by staff, then to be implemented in Term 2 2009 for Year 10 and Year 11.

Student Comments

After summarising all cross faculty group discussions a set of criteria was developed for staff to use when writing student reports.

Common set of criteria for comments to be used by staff.

- Approx 50 words as a guide.
- Start with a positive.
- Written to the student.
- Outline areas for improvement or assistance.
- Should mention content, outcome or competency being taught.
- Discuss both practical and theoretical components of the course of study.

- Don't mention competencies not being assessed.
- Don't mention behaviour.

As an additional professional learning activity individual faculties are to develop examples of less able students comments for other staff to share. Examples to be shared before 2009 Mid Course reports for Year 12 are issued.

Curriculum

Tas Faculty Evaluation 2008

Background

The purpose of TAS faculty evaluation was to make informed and meaningful assessments of current practice. Suggested recommendations by the panel will be used to guide the faculty in its future directions. The review panel consisted of the following persons: Michael Gerritsen (Head Teacher Industrial Arts – Illawarra Sports High), Dennis Fogarty (Head Teacher English ISC), Aaron Jones (Head Teacher Maths ISC), Robert Cheadle (Deputy Principal ISC) and Ian Gilett (Head Teacher TAS ISC).

Findings and conclusions

The review was carried out in weeks 5 and 6 of Term 4 and the focus of the evaluation was in the areas of:

- Teaching practice
- Assessment and reporting
- Student achievement

A series of questions were formulated by the panel that were to elicit responses for the above review areas. All of the TAS staff and a selection of students undertaking TAS subjects were interviewed for approx 20 minutes. One of the student groups was selected on the basis of being mature age (over 18 yrs).

The following is a summation of the results of the interviews for each review area.

Teaching Practice: Conclusions

- Programs and practice reflect a variety of student needs – activities and assessment requirements reflect this.
- Student learning plans need to be implemented to better engage students.
- Literacy concerns and needs are effectively addressed. Need to maintain the effective use of data obtained from literacy and numeracy tasks at the start of the year.

- There is compliance with syllabus assessment and examination requirements in all areas.
- A variety of teaching strategies are used with most students feeling engaged in the classroom.
- There is individualised class support and tailored learning opportunities.
- Teachers and students have a positive relationship based on mutual respect.
- There is a strong connection between class-work/activities and learning needs. A particular strength was the practical component of most TAS subjects.
- Coordinated student computer use across faculties is essential to eliminate doubling up of work
- TAS staff need to maintain their industry currency through regular in-service and training courses.

Student Assessment and Reporting: Conclusions

- Implement a structure for whole faculty planning and development time to allow for a consistent approach across all subjects in assessment criteria and validation.
- Ensure that College reporting protocols are followed.
- The recent Reporting review appears to have improved relevance and understanding of College reports to students.
- Revisit outcomes based assessment and criteria based marking.
- Further develop the whole faculty approach to engage students in learning and reflect success in assessment and reporting.
- Ensure programs and assessment provide for flexible learning experiences for all students.
- Encourage independent and interdependent learners.

Student Achievement: Conclusions

- Students feel supported in their learning needs.
- Expectations for achievement is individualised to meet student needs.

- Ensure that opportunities be provided for students to continually experience success in their learning.
- There is a general implementation of the college merit system – this needs to be consistent with all staff.
- Maintain realistic yet challenging expectations about each student's performance.
- A proactive approach to identifying, managing and supporting students who are at risk is entrenched in faculty practice.

Future directions

The results from the survey were distributed to all staff via head teachers. The findings will help assist in future curriculum planning and professional development for staff. The key recommendations were as follows:

- Overall TAS teachers positively engage students and meet their expectations.
- Focus on the application of marking criteria and the development of faculty and cross faculty awareness and implementation of best practice.
- Implement a structure for whole faculty planning and development time.
- Continue strategies to meet the needs of higher performing students and utilise individual learning plans to better meet the needs of at risk students.
- Design and implement teaching programs that ensure students achieve outcomes appropriate to their stage of development.
- Support individual teacher professional learning in the use of emerging technologies and maintaining industry currency.

Parent, student, and teacher satisfaction

In 2008 the college sought the opinions of parents, students and teachers about the college.

Their responses are presented below.

- Over 80% of all students rated their general satisfaction with the college highly. In particular students indicated that their interaction with the teaching staff was the most positive aspect of the college.
- Parents (particularly those of Year 10 students) commented on the positive changes they had noticed in their

students attitude to attendance and schoolwork.

- High levels of staff satisfaction with the way the college operates were evident. This is also reflected in the high staff attendance rate, and the continued low turnover rate of staff.

Professional learning

The College staff at the ISC were involved in a wide variety of professional learning activities during 2008. Each year we begin with our successful TARS process, highlighted by key agreed areas for professional learning and identified targets for classroom teachers to work towards and achieve during the year.

These individual learning plans are developed for each staff member in negotiation with Head Teachers with the Quality teaching model is paramount to this process. Faculty discussions also took place for staff to contribute ideas for other training activities. These suggestions were collated and discussed by the Executive and recommendations put to staff for staff development days.

Term 1 began with all staff updating the emergency care credentials and CPR certificate. We now have two members of staff trained to run these compliance packages. This was done during faculty meeting times. The College is looking to upgrade other staff training in these areas to share the program delivery.

Other professional learning activities this Term included:

- New and beginning teachers induction program focusing on classroom management and school/DET policy and procedures.
- English staff attended a HSC prescribed texts workshop.
- The College Principal was on staffing reference groups for the DET.
- Science faculty members attended a "Teaching Chemistry" workshop to engage best practice and variety of practices in the classroom.
- We have a new staff member taking on the Vet Co-ordinators role and he attended an induction training course.
- Supporting Stage 6 ESL students. The class teacher found this workshop excellent in supporting these students in the classroom
- Retail Conference.

Term 2 saw Visual Arts staff attend a Clay modelling and ceramics inservice to further their skills in these areas.

- Our two Aboriginal Education Co-ordinators attended the Equity and Aboriginal Education Conference and returned to the College with ideas to share with staff about what programs are happening around the region for Koori students.
- Building connections Forum and Exploring Early childhood initiatives.
- Our Year Advisers attended the “Managing Drug Use behaviours in students” course which explored the Young people and Drugs kit and resources. Year 10 will begin a new program called Life Skills.
- New and beginning teachers induction program focussed on de-escalation of student behaviour and self control plan.

Term 3 was very fruitful. New and beginning teachers induction program centred on technology in the classroom and sharing of expertise.

Our Staff meeting time was designated to the development of the College’s School Priorities for 2009 to 2011. Staff were given a copy of the Regional plan and placed in cross faculty groups. Discussion then focused on our own priorities. Aboriginal education, student engagement and attendance, quality teaching and connected learning were determined as our target areas for 2009 to 2011. Cross faculty groups, over a succession of meetings, were asked to come up with strategies and indicators for these priorities. These were collated and streamlined by the executive to form the College plan. Faculty plans and budgets were in line with these documents.

Other activities included.

- Our Learning/Support teacher attended a listen to learn – learn to listen (Links to learning program) to help students at risk of leaving school who are not coping with their school work.
Three staff went to a Mental Health refresher course to update their skills to help schools to support students with Mental Health Issues.
- SASS staff attended a First aid Course to help students in need of minor medical attention.

Term 4 began with enrolment team training for staff involved in enrolling students into the College for the first time. The following also occurred.

- New and beginning teachers induction program focusing on adjusting the curriculum to meet individual student needs.
- Five staff trained were trained in interactive whiteboard and video

conferencing. These staff have conducted workshops for faculty members and will continue to do so.

- Visual Arts staff attended a “Teaching painting skills to HSC students” workshop. HSC students commented on the difference this workshop made to their learning.

Also during the year, staff participated in the following professional learning experiences.

- Surf Survival updates
- Other conference attendees include the Principals’ Conference, Deputy Principals’ Conference and Legal Studies Conference, PSP Conference, Marine Studies Conference, School Counsellor Conference, UOW Maths Day.

Professional learning at the Illawarra Senior College during 2008 provided many stimulating, thought provoking and meaningful experiences. Staff showed their commitment to further developing themselves as successful classroom practitioners by demonstrating a willingness to participate and freshen their skills. The College will always provide a broad range of opportunities for staff to participate and support them to be involved in external training activities.

School development 2009 – 2011

A three year plan was developed for 2009-2011 through consultation with staff and consideration of school data. The school plan provides a framework and direction for staff to work on improving student learning outcomes. An evaluation of the school plan was undertaken at the end of 2008.

Targets for 2009

Target 1

All staff engage in using ICT to improve teaching, learning and student engagement.

Strategies to achieve this target include:

- Provide opportunities for staff to improve their skills in using emerging technologies to improve teaching and learning through school development days and attending external workshops.
- Encourage staff to engage with technology using laptops in administration and teaching.
- Investigating opportunities to use video conferencing technology to improve student engagement and where possible to share classes with other schools.

Our success will be measured by:

- Integration of emerging technologies into teaching and learning programs.
- Staff using laptop computers on a daily basis for administration (including roll marking and reporting) and teaching.
- Video conferencing is used across the college to enhance teaching and learning.

Target 2

60% of Year 10 and Year 11 students complete their course of study in 2009.

Strategies to achieve this target include:

- Early intervention and support is provided to students by the Retention Co-ordinator and Head Teacher-Welfare.
- A targeted program developing social work and living skills is delivered to at-risk Year 10 students.
- Students will be assisted to develop a personal plan reflecting aspirations and career options.

Our success will be measured by:

- Increased numbers of Year 10 and Year 11 students in particular completing their course of study.
- Students displaying improved tolerance, attitudes and socially acceptable behaviour.
- Each student will have a personal and career plan for the future.

Target 3

Maintain quality teaching and learning as the central focus of every classroom.

Strategies to achieve this target include:

- Continue to promote high expectations of success to teachers and students.
- Identify higher ability students and provide a strong support structure to assist them in achieving academic excellence.
- Continue the development of professional learning plans for teachers to improve their capacity to meet student learning needs based on the quality teaching model.

Our success will be measured by:

- Value added data will show improvement in student performance.
- Higher ability students perform to their potential in the HSC.
- Teachers continue to develop appropriate strategies to engage students in learning.

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.

Mark Webster – Principal

Rob Cheadle – Deputy Principal

Brendon Fotheringham – Sport Co-ordinator

Jacqui Preedy – Year Adviser

Liina Sullivan – Year Adviser

Neil Kusi – SRC Co-ordinator

Noeleen Fulton – Career Adviser

Melissa Watt – Aboriginal Student Co-ordinator

Ian Gillett – VET Co-ordinator

Liz Osborn – Community Liaison Officer

Patricia House – Hospitality teacher

Phil Young – Computer Co-ordinator

Renee Cartwright – Relieving School Administration Manager

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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>