**Introduction**

The Annual Report for 2015 is provided to the community of Springwood High School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dr Mark Howie  
Principal

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Faulconbridge, 2776  
http://www.springwood-h.schools.nsw.edu.au/  
4751 2111

**Message from the Principal**

Springwood High School (SHS) is a public high school situated in the suburb of Faulconbridge. Our location establishes a proud connection to Sir Henry Parkes and thereby the foundation of public education in this country. This historical inheritance is greatly valued by us and enhancing public education is accordingly a source of great motivation in all that we do. Public education stands for the enhancement of the life chances of our young people. It is therefore integral to enlarging the strength, vitality and development of our communities and our society.

In this report, we consequently affirm our commitment to the values of fairness, equity, difference, diversity and excellence in the service of exemplary educational outcomes for all students. We take great pride in our tradition of academic achievement delivered through a wide range of academic, cultural, sporting and community endeavours. SHS students are enabled to press onward to the heights of achievement, fulfilment and reward in all that they do.

This was amply illustrated in 2015. Sophie Bellotti achieved the highest 2015 Australian Tertiary Admission Rank (ATAR) in a Blue Mountains school, her score being 99.65. Sophie was recognised as a stand-out student in NSW, featuring on the All Rounders list for scoring a mark above 90 out of 100 in all of her HSC courses. Congratulations to Sophie and her family for this wonderful achievement. Of course, it is most fitting to also acknowledge and recognise the impact of Sophie’s teachers during her years at SHS, from Year 7 onwards. Sophie was also recognised on the Top Achievers list in French Beginners, having placed 2nd in the state. In her French class, five other students were also recognised as Distinguished Achievers, having achieved a mark of 90 or greater.

I am most pleased to be able to say that the depth and reach of the HSC results for SHS remain noteworthy and deserving of celebration, as they have been throughout the school’s history. It’s wonderful to see SHS students doing well in a wide range of subjects. This speaks volumes to their commitment and dedication, as well as the talent and hard work of their teachers. Such qualities are evident in and across the life of the school, and are attested to in the various reports that follow.

In 2015, a number of teachers and school leadership team members completed their first year at our school, most as new appointments but also one other who formally began in a new role through promotion, or they were newly appointed to SHS by the close of the year. I conclude by acknowledging and thanking them all for the inestimable contributions that they are already making to our students, our school and the SHS community: Ms Dean (Deputy Principal), Mr Shepherd (Deputy Principal), Ms Heap (Head Teacher Administration), Ms Parsons (Head Teacher English), Mr Brown (Head Teacher Mathematics), Ms Driscoll (Head Teacher Science), Mr Afshar and Mr Huynh (Mathematics), Ms McAtee (HSIE), and Ms Holder (TAS).
School background

School vision statement

Springwood High School is proudly comprehensive in nature and purpose. Our touchstones are:

**Excellence** – academic and personal excellence within a nurturing and inclusive environment in which the individual is recognised and valued

**Creativity** – promoting originality and value in thought and action through the powers of the imagination, self and communal expression, critical thinking and problem solving, and technology

**Success** – educating and supporting our students to the far reaches of their capacities so that they may succeed at school and in life.

School context

Springwood High School is a comprehensive high school in the Mid Blue Mountains with an experienced and dedicated staff. We have a proud record of academic success.

Significant programs foster students’ academic achievements, their wellbeing and their personal growth. These include the Quicksmart literacy and numeracy program, Year 10 Study Skills, an apprenticeship mentoring scheme, vocational education, school and zone sports, the Jazz Band, the Duke of Edinburgh scheme, and the mentoring of Indigenous students. The creative and performing arts are flourishing and very important in the school’s culture.

The Independent Learning Centre supports students with individual learning needs. Here students receive one to one specialised support with assignments and class work.

Our Combined Senior Curriculum (CSC) is a vertical curriculum structure increasing subject choice for HSC students. It enables students to manage anxiety related to HSC examinations.

The support unit, located at Glenbrook, enables students with diagnosed mental health issues (MH1) to maintain regular school attendance.

We have strong links with our partner public schools, and our students participate as leaders in our transition program and in various programs at feeder schools.

The active and dedicated P&C members expend many hours in organising the annual Art Show, the Celebrating Design event and other activities that enhance the cultural life of the school and help to provide resources for students.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Within the domain of Learning, we self-identified as delivering in the element of the school’s learning culture. Perceptions indicated that our teaching staff understands that student engagement and learning are related, with the school developing and communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students in relation to the various school settings, including classrooms, school grounds, the canteen and assemblies. School programs were recognised as being in place to address the needs of identified student groups, particularly Aboriginal students, students with disability, and students requiring learning support. Our aspirations and goals in this domain are now directed towards a strategic, sustained and energetic focus on excellence. We understand and acknowledge that in excellent schools there exists a culture that builds educational aspiration and ongoing performance improvement across the school community. Students, for example, are taught and supported in taking responsibility for their ongoing learning. We acknowledge that we can improve in this regard. The 2015 Tell Them from Me survey, in which our students participated, indicated that 55% self-reported as trying hard to succeed; the NSW Department of Education (DoE) norm was 66%. In relation to intellectual engagement, 31% of students in this school said that they are engaged; the DoE norm was 46%. Moreover, in this school students rated the disciplinary climate of the classroom as 5.1 out of 10; the NSW DoE norm was 6.1. In 2016, initiatives have been put in place to address such data and to further our development and progress in this domain.

A key element in learning success for students is their wellbeing. In the element of student wellbeing, we self-identified as sustaining and growing. Underpinning perceptions of and evidence for this should be the consistent implementation of a whole-school approach to wellbeing that has clearly defined behavioural expectations and helps to create a positive teaching and learning environment. In 2015, 84% of our students indicated in Tell Them from Me that they had positive behaviour; the NSW DoE norm was 87%. In this school, 82% of students had positive relationships; the NSW DoE norm was 78%. The last figure is particularly pleasing. However, stemming from the initiatives we are putting in place, we would still like to see improvements that will enable us to move uniformly beyond the NSW DoE norms for all relevant survey items and into the province of excellence, whereby we are able to support and enhance the cognitive, emotional, social, physical and spiritual wellbeing of all students, and have this confirmed for us by the students themselves.

Teaching in excellent schools is distinguished by universally high levels of professionalism and commitment, enabling students to find lessons to be engaging, classrooms to be well-managed, and learning to be productive. Teachers will evaluate and know their impact on students, and be able to articulate this; students will know why and how they can improve, and they will experience teaching practices that enable them to improve. Across the domain of Teaching, we self-identified as delivering. To achieve at this level and then improve beyond it, it is expected that quality, research-based teaching practices will be evident, providing students with opportunities to improve, succeed and thrive. Self-evaluation in this domain by teachers therefore should align with the results obtained from evaluations completed by students. A key measure in the domain of Teaching is Rigour. In Tell Them from Me this measure asks students about the extent to which they find classroom instruction to be well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. In 2015, SHS students rated Rigour as 5.4 out of 10; the NSW DoE norm was 6.1. It is evident, then, that as we move forward, our aspiration to excellence requires all teachers to possess a capacity for and commitment to identifying, understanding and implementing the most effective teaching methods. In particular, high priority must be given to evidence-based teaching strategies. Processes are in place to advance professional learning and performance development in this domain in 2016.

In the domain of Leadership, we self-identified as delivering. In this regard, the staff feeling was that the school community is generally positive about educational provision at SHS. Staff identified the school as being committed to the development of leadership skills in staff and students. Links were identified as existing with communities of schools, other educational providers and other organisations to support the school’s programs. The school’s leadership strategy was said to promote succession planning, distributed leadership and organisational best practice. In the recent past, staff members have identified high levels of personal support for them as emanating from the
School Executive. For example, participants from this school in the state-wide *Focus on Learning* survey, which was completed in late 2014, have rated the support they are receiving from the Executive in “stressful times” as 7.3 on a 10 point scale. An area for improvement, however, is the time taken by the School Executive to observe teaching. This was rated as a score of 2.4 on the 10 point scale. The implementation of the Department of Education’s Performance Development Framework, which began in 2015 and will continue in 2016 and beyond, should go a considerable way to addressing this, provided teachers voluntarily elect to have a member of the Executive team as an observer in the now mandatory lesson observations.

In 2016, we are looking to grow to the level of excellence in the domain of Leadership. To do so, we will continue to seek and address feedback on school performance. Our school leadership team will continue to support and further develop a culture of high expectations and community engagement. We recognise that our collective focus must be directed to sustained and measurable whole-school improvement.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

### Strategic Direction 1

Academic excellence within a teaching learning culture of high challenge, high engagement and high support for all students.

#### Purpose

To implement effective teaching and professional practices that ensure students are supported in achieving their academic potential, allowing them to be both engaged in and challenged by their classroom experiences.

#### Overall summary of progress

A core outcome for us in this domain is to achieve demonstrable student learning uplift. Key ways this can be achieved include enhanced school, feeder-school and home partnerships in support of student learning and wellbeing, as well as a heightened staff focus on professional inquiry in regard to results analysis and effective practice. In 2015, we were dedicated to beginning to take all necessary steps in this direction. Considerable focus was given to developing improved means of communicating and collaborating with our parent and carer community, as well as our local primary schools. Initiatives in these areas have been implemented in 2016. In the area of staff professional development in 2015, considerable time was dedicated to staff knowing and understanding historical trends in our student results data, eg HSC and NAPLAN. Such analysis went on to inform revised milestones and processes in our planning for 2016. Our core aspiration is consequently the collective implementation of targeted high-impact visible teaching and learning strategies, striving to ensure that all of our students achieve annual learning uplift and evaluate their learning experiences as being both challenging and engaging. We continue to investigate feasible and effective methodologies for identifying, recording and tracking student progress in these terms.

<table>
<thead>
<tr>
<th>Progress towards achieving improvement measures</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Improvement measure** (to be achieved over 3 years) | **Progress achieved this year** | <$>
| Collective | Staff awareness, understanding and capacity to | 15746.50 |
Strategic Direction 1

| Implementation of targeted high-impact visible teaching and learning strategies | Implement high-effect pedagogies enhanced through professional learning. |
| Ensuring that our students achieve annual learning uplift | The data baseline for improvement in students’ learning outcomes has been established through staff knowing and understanding historical trends in our student results data, e.g. HSC and NAPLAN. |

| $850.50 |

Next steps

Research establishes that it is imperative for school leaders to create a culture in which collaborative planning and reflection are embedded in everyday school life, allowing teachers to continually develop their knowledge and skills. The School Excellence Framework states that teacher development must encompass and support the required movement from policy to practice, enabling a necessary alignment - in support of all school operations – of the school’s administrative practices and the teaching and learning activity of the school. Underpinning the Framework’s emphasis on excellence through school-wide, collective responsibility for student learning and success is a need for high levels of development and currency in policies, programs and processes. In 2016 to ensure Strategic Direction 1 is successfully implemented we have introduced new meeting and planning processes that maintain focus on our goals in a focussed and relentless manner, and also address self-evaluation findings in relation to delivery. Toward such ends, in 2016 the school leadership team participates each week in a Delivery of System and School Objectives (DSSO) Meeting. These meetings are chaired by the Senior Executive and attended on a rostered basis by Head Teachers. Each meeting has a particular focus area. The purpose of the meeting is for the Head Teacher to report on faculty achievements and progress in regards to system and school objectives, concluding with an outline of relevant future plans and related methods of evaluation. In addition to and support of the DSSO meeting, Head Teachers will, twice each term, submit a written Half-Term Note (HTN), summarising the faculty’s progress and achievements in contributing to the implementation of the milestones of the school plan. The data and information provided in the HTNs will contribute to the required monitoring and evaluation by the Senior Executive of progress in whole-school implementation of the school plan.
Strategic Direction 2

A safe and inclusive school environment that values equity and diversity, and promotes personal achievement, responsibility, resilience and self-efficacy.

Purpose

To develop whole-of-school approaches to the enrichment of the curriculum and student support and well-being, catering for the needs, goals and aspirations of individual students, whilst promoting personal and communal achievement and responsibility within a social-justice framework.

Overall summary of progress

Our aspiration in this domain is that an uplifting, symbiotic relationship be achieved between student learning outcomes and student behaviour, well-being, and engagement in school and community activities. This, we hope, will be increasingly evidenced in 2016 and 2017 by school data sources and feedback from students, parents, staff and community members. Rather than seeing student engagement as an immutable trait of students, we believe it is better to think of it as a fluid state of being, which can change as students advance through school. To this end, in 2016 we raised staff awareness and understanding of how contemporary developments in neuroscience can underpin student and staff uplift through growth mindsets in learning and self-perception, as well as activities to improve focus and attention through mindfulness. Staff development in this area is intended to help align and make coherent the outcomes being made evident in data from relevant survey results. In other words, through an alignment of data, we wish to see that we have actually achieved both what we intended and set out to achieve in our programs and initiatives.

For example, where in late 2014 participating teachers in the state-wide Focus on Learning survey rated on average their efforts to work collaboratively to “develop strategies that increase student engagement” as 8.1 on a ten-point scale, the benefits of this dedicated focus are yet to be fully realised. In the 2015 state-wide Tell Them from Me survey, 31% of students in this school indicated that they are intellectually engaged. The NSW DoE norm was 46%. Evident areas of need in support of improvement in this area include increasing students’ level of interest and motivation, which was recorded in Tell Them from Me at 16% in comparison to the NSW DoE norm of 28%, and effort, whereby students try hard to succeed in their learning. In Tell Them from Me, 55% of students in this school indicated that they tried hard to succeed; the NSW DoE norm was 66%. A key within all of this is to work in partnership with our parents, carers and community to have all of our students believe that education will benefit them personally and economically, and will have a strong bearing on their future. In Tell Them from Me, 58% of students in this school valued school outcomes; the NSW DoE norm was 72%. There are grounds for optimism for improvements in these areas being brought about through collaboration with parents and carers. Participants in the 2015 state-wide Partners in Learning survey indicated that such partnerships can work, rating their relationships with their child’s teachers, indicated by how easily they can speak with the teachers, as being a very positive 7.2 on the ten-point scale. Moreover, they confirmed their belief and faith in teachers’ commitment to achieving the highest possible levels of student motivation and effort, rating the statement, “Teachers expect my child to pay attention in class”, on average at 7.6 on the ten-point scale.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| <$>


### Strategic Direction 2

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichment of learning &amp; school experiences to promote student wellbeing, Engagement &amp; commitment.</td>
<td>Employment of a staff member, Ms Berg, in the role of Academic Adviser, providing targeted individual and group support for students in developing their learning goals, skills and practices, and in enhancing their study skills.</td>
<td>$27,946.13</td>
</tr>
<tr>
<td>Creative development through programs and activities directed to staff and students being in their ‘element’ in their practices and also practicing mindfulness.</td>
<td>Mindfulness practices in learning and life taught to staff and students through relevant staff development and student wellbeing workshops.</td>
<td>$3,553.00</td>
</tr>
</tbody>
</table>

### Next steps

High quality educational outcomes in this domain are achieved through a number of core requirements that research shows to form the foundations of student engagement at school. These include:

- All students needing an advocate - someone at school who consistently provides encouragement and to whom students can turn for advice
- Regular monitoring of the progress of acutely disengaged students
- Short- and long-term plans for school success for disengaged and unmotivated students that are guided by school staff and include interventions to improve skills development
- The implementation of supporting programs designed to improve students’ emotional resilience and also address instances of anxiety
- Increasing the intellectual engagement of students through research-based classroom practices, including approaches to instruction, assessment strategies and feedback to students.

To such ends, our 2016 milestones include:

- Optimum use being made of the newly introduced Sentral database platform for use in tracking student progress
- The school’s leadership team analysing data from sources such as *Tell them From Me* and the *CSC student exit survey*, and implementing initiatives to extend in scope and effect the learning conditions favoured or needed by students
- The school’s welfare teams have developed and implemented a process whereby the ‘element’ of students - as this relates to their learning and being at school - is identified, communicated to teachers within an individual profile and tracked within school programs, including extra-curricular activities
- Progress in improving parent communication has been evaluated, and necessary revisions to policies and procedures put in place.
Strategic Direction 3

Collaborative and distributed leadership and professional practices in support of uplift for students and staff.

Purpose

To design structures and processes for the distributed leadership of learning that draw on staff expertise and experience, develop the capacities of staff in a collegial manner, and support students in their learning development and wellbeing.

Overall summary of progress

The NSW Department of Education’s Centre for Education Statistics & Evaluation has produced a research synthesis relevant to this domain. It indicates that the complex and context specific drivers of school improvement comprise six common key practices, including effective collaboration among staff, and staff engaging and sharing in relevant professional learning. One common thread drawing these two key drivers together can be, as it is in the intentions of this school goal, to identify strategic opportunities for evidence-based professional learning that directly relate to school goals, and to use staff meetings as a platform to share professional learning and internal expertise across the school. In this way, distributed leadership practices in the school, for example staff sharing their expertise with and mentoring colleagues, can be enabled and enhanced, in turn promoting and supporting instructional leadership as a core focus and driver of improvement. Instructional leaders, in summary, “look to the teachers’ and the school’s impact on student learning and instructional issues… conduct classroom observations, ensure professional development that enhances student learning, communicate high expectations and ensure that the school environment is conducive to learning” (CESE 2015; c.f. Hattie 2015).

In 2015, we lay the foundations to advance these drivers of school improvement. Processes and procedures were developed and put in place to enable staff expertise to be enhanced by professional learning that has been implemented in a collegial manner, having been identified as necessary from a clear evidence-base related to student achievement. One outcome has been revised school meeting times and programs being agreed to and put in place for 2016. This outcome is in place to support a culture of inquiry-based processes and professional learning at school, faculty and team levels. For example, an ongoing extended program of professional learning related to school needs and goals has been scheduled for Thursday afternoon every three weeks, meaning that three workshops can take place each term. This is a non-mandatory professional learning meeting for any and all interested staff. The workshops support the school’s professional learning and strategic plans through a structured and agreed professional learning program. They also provide a time and opportunity to address, extend and refine areas of professional learning need at a whole school level as identified or implemented in an introductory manner in staff meetings, which take place in the same school week.

Such an initiative as these strategic and programmatic workshops supports and extends departmental initiatives in this domain, including the Performance and Development Framework. A synthesis is at work here, enabling, facilitating and energising our collective commitment to a positive culture of ongoing learning by individuals and teams.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers express high levels of satisfaction with</td>
<td>Performance and Development Framework training has</td>
<td>$1679.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;$&gt;</td>
</tr>
</tbody>
</table>
### Strategic Direction 3

<table>
<thead>
<tr>
<th>collaborative practices and their sustained involvement in collaborative practices.</th>
<th>taken place and teachers are engaged in working collectively - in their faculty and with other colleagues - in developing and enacting their professional learning plan.</th>
<th>$2700.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have opportunities to make valued contributions to collaborative practices through distributed leadership roles and responsibilities.</td>
<td>A team of interested teachers has been formed to inquire into and trial the state-wide Quality Teaching Rounds initiative, implemented in conjunction with the University of Newcastle, as a possible strategic, collaborative and evidence-based model for effective classroom observations and collegial feedback in support of individual’s professional learning plans and improved learning outcomes for students.</td>
<td>$2700.00</td>
</tr>
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</table>

### Next steps

An elemental priority in 2016 in advancing our focus on distributed leadership in support of improved outcomes for students, and thereby school improvement, is to develop and maintain a collective evaluative mindset for ongoing improvement. To this end, our milestones include:

- revised HSC analysis procedures being put in place to establish a common evaluation process and report format, as well as a five year context for evaluating and improving student achievement, taking into account the learning continuum from 7-12
- faculty strategic plans and learning plans being collaboratively developed and implemented over the year in response to relevant data analysis, including but not limited to HSC and other external test results (eg NAPLAN and ESSA)
- all teachers have engaged in working collectively - in their faculty and with other colleagues - in developing and implementing their professional learning plan, as well as providing professional feedback through a common shared process.
Aboriginal background funding

The school has focused initiatives supported by equity loading funds in order to implement relevant strategic directions as they relate to Aboriginal Education, the Aboriginal Education and Training Policy, and the Partnership Agreement between the Department and the NSW Aboriginal Education Consultative Group Incorporated. These have strengthened partnerships and promoted genuine collaboration with Aboriginal families, the local AECG and Aboriginal community organisations. The key goals have been to improve the quality of teaching and learning for Aboriginal students; increase Aboriginal students’ attendance, participation and engagement in learning; and strengthen support for Aboriginal students at key transition points (including Year 6 to Year 7, Year 10 to Years 11 and 12, and from school to work or further study).

Impact achieved this year

Students from Year 8 through to Years 11 and 12 continued to participate in the Western Sydney University engagement program, *Pathways to Dreaming*. In the senior years the engagement and support takes the forms of practical academic support and guidance with career pathways. In the junior years it involves participating in activities at the university that include participation in various university courses, Aboriginal cultural days at the university campuses, and mentor visits to the school.

The school maintains contact with other universities and encourages students to participate in opportunities to connect with these universities. Murrandah Hampton (Year 11) was accepted into *Nura Gili*, the annual Winter school at the University of New South Wales, where he received very encouraging comments about his art. Victor Rae (Year 12) participated in the *Bunga Barrbugu Summer Program*, and received an early entry offer to the University of Technology Sydney.

Our commitment to Aboriginal education is reflected in our participation in the Ngarra Wingarru Blue Mountains AECG, and participation in the Parent and Community Engagement (PACE) program.

Senior students benefited from the 2015 Norta Norta Individual Sponsorship component that enabled us to employ a teacher for two days each week to provide individual tutoring. Students were able to effectively use their study periods and free time to seek assistance with assignment tasks.

As part of our response to an identified need to increase school attendance, a small garden program was developed to provide work experience and workplace skills preparation for students who find the classroom challenging. Students constructed a native sensory garden and a natural mosaic at the entrance to the school, guided and mentored by Anna Baird from ‘The Nestling $17,200

Resources (annual)

$17,200
Bower’. Students who participated reported enjoying being part of the program and also took pride in the completed gardens.

Aboriginal culture is an important part of the learning culture of the school and we are able to draw on the community for support. Activities in 2015 included dance workshops by Jo Clancy from the Wagana Dancers, and Mitch Bates. They prepared students to perform at our annual NAIDOC concert in June.

There were a number of opportunities for students to explore Aboriginal perspectives and content across all subjects throughout the year. The Parent and Community Engagement (PACE) Program under the auspices of Ngroo education organised a series of traditional art workshops for students, and visitors told their stories. Chris Tobin, a local Dharug man, brought Aboriginal stories to Year 7 Science and Year 8 English, and Caressa Sengkold, a textile artist, presented a workshop to senior Textile students.

An Indigenous Student Learning Support Officer was employed in semester two as part of the commitment to improving academic outcomes for Aboriginal students.

**Socio-economic funding**

Students from low socio-economic backgrounds often face additional educational challenges. The equity funding for socio-economic background was used to address the additional learning needs of these students, and to ensure that learning was enhanced and enabled by their full participation and engagement in school life.

Funds were predominantly used (69%) to employ additional teachers to assist with middle schooling, curriculum enrichment and student leadership, including: the implementation of individual learning plans, transition days, orientation day, expo day, musical performances and recognition ceremonies. In addition, allocation of 24% of the funds went to student assistance in such areas as uniform, subject fees and school camp payments.

<table>
<thead>
<tr>
<th><strong>Low level adjustment for disability funding</strong></th>
<th>All funds were used to employ additional teaching and support staff to consolidate and expand the Quicksmart program in literacy and numeracy, in-class support, and one-on-one learning assistance in the school’s Independent Learning Centre.</th>
</tr>
</thead>
<tbody>
<tr>
<td>****</td>
<td><strong>$42,000</strong></td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td><strong>$33,000</strong></td>
</tr>
</tbody>
</table>

**Low level adjustment for disability funding**

In keeping with the Commonwealth Disability Discrimination Act 1992 and its associated Disability Standards for Education (2005), our focus has been to ensure that students with disability are able to participate in education on the same basis as students without disability.
<table>
<thead>
<tr>
<th><strong>Support for beginning teachers</strong></th>
<th><strong>Impact achieved this year</strong></th>
<th><strong>Resources (annual)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal in this domain has been to assist a new teacher in his induction and professional development, guided by the Australian Professional Standards for Teachers. Access to mentoring and professional learning has been supported and enhanced for this teacher, with the focus being on such things as: quality teaching practices, standards of achievement by students, classroom and behaviour management, strategies to build student engagement, collaborative and professional practices within the school, and productive relationships with parents and care givers.</td>
<td>In 2015, we had one New Scheme teacher who was mentored by members of staff both from within his faculty and across the school. This staff member was able to access his funding for release time to support mentoring, professional learning and programming initiatives. Additional funds were also allocated from within the school’s professional learning budget to ensure he had the fullest possible access to relevant conferences, workshops and other related professional learning and support opportunities.</td>
<td>$15,000</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Other school focus areas</strong></th>
<th><strong>Impact achieved this year</strong></th>
<th><strong>Resources (annual)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blue Mountains Flexible Community Grant.</strong></td>
<td>Funds have been used for garden projects around the school, positive mental health and resilience support programmes for students, and to purchase Rural Fire Service (RFS) uniforms, pump and hoses that will be stored at the school. This gives extra firefighting equipment for the Faulconbridge RFS, which can be used in case of local fires. In addition, the enhanced collaboration with the Faulconbridge RFS that the grant has led to interested students participating in a cadetship programme specifically developed for them to develop qualities of teamwork and leadership, and also to gain the skills and interest that may inspire them to volunteer with their local RFS.</td>
<td>$46,000</td>
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</table>
Mandatory and optional reporting requirements

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>364</td>
<td>356</td>
<td>373</td>
<td>359</td>
<td>344</td>
<td>362</td>
<td>330</td>
</tr>
<tr>
<td>Female</td>
<td>364</td>
<td>348</td>
<td>340</td>
<td>323</td>
<td>312</td>
<td>343</td>
<td>356</td>
</tr>
</tbody>
</table>

Student attendance profile

In 2015, our overall school attendance of 89.7% matched the state figure. Year 7 achieved the highest attendance over the last 5 years, which also demonstrates the close correlation between student attendance and academic success. Students in Stage 5 are slightly below the state average for attendance and this will be a targeted area for improvement for the school in 2016.

Throughout the year the school investigated many areas including lateness to school, partial truancy and, in particular, the attendance patterns of 15 students (2.1% student population) As relevant and required for these students, Home School Liaison Officer (HSLO) or Aboriginal School Liaison (ASLO) referrals were made. Of these 15 students, 10 also needed further referrals and interventions, such as those made to and by the School Counsellor, outside counselling services, the District Guidance Officer, Community Services, and TAFE and Distance Education services.

Retention Year 10 to Year 12

In 2015, the school’s retention rate from Year 10 to Year 12 remained above the state figure, as it was in 2014. This suggests a possible emerging trend since 2014, coinciding with the first year of the full introduction of the Combined Senior Curriculum (CSC) model for the delivery of the HSC program. To be validly confirmed as a trend, however, the 2014 and 2015 data for retention rates at the school relative to the state figures will need to be replicated in subsequent years.
Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0.9</td>
<td>0.9</td>
<td>7</td>
</tr>
<tr>
<td>employment</td>
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<td>1.9</td>
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<tr>
<td>TAFE entry</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0.9</td>
<td>5</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>1.9</td>
<td>2</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training
Twenty-eight per cent of Year 12 students undertook vocational training which includes studying Hospitality at school and TVET courses at various campuses of Western Sydney Institute of TAFE.

Year 12 students attaining HSC or equivalent vocational educational qualification
Out of a cohort of 92 students, 88 (96%) successfully attained the Higher School Certificate.

Workforce information
Reporting of information for all staff must be consistent with privacy and personal information policies.

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

The school has one Aboriginal member of staff.

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>Undergraduate degree or diploma</td>
<td>88</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>12</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
All teaching and ancillary staff were supported in being able to have and refine the skills required to implement the school plan and improve teaching and learning. Staff members were supported in the completion of mandatory Emergency Care, Child Protection and Anaphylaxis training via the online training method. In relation to non-mandatory professional learning, 92% of staff undertook professional learning across significant areas of relevance to the school’s focus on improvement in the service of enhanced outcomes for all students. These areas included welfare, quality teaching, syllabus implementation, VET accreditation, mindfulness and sport accreditations. Such is the commitment of the staff to professional learning and their demand for it that an additional $5,000 was dedicated to it by the school from global funds.

All teachers required to complete or maintain professional accreditation requirements in 2015.
were successful. They were supported through professional learning opportunities and guidance from mentors, supervisors and colleagues in the development and implementation of their professional learning plans. One permanent staff member was working towards achieving professional accreditation at Proficient, and will continue to do so in 2016. Eight permanent teachers undertook professional learning activities and processes in order to continue to maintain their professional accreditation at Proficient.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Extension courses are reported in performance bands ranging from performance band E1 (lowest) to performance band E4 (highest).

Students at Springwood sat for HSC examinations in 22 subjects in 2015, reflecting the breadth of subjects on offer under the 3+3 Compacted Curriculum model for Higher School Certificate delivery, which we call the Combined Senior Curriculum (CSC).

In 10 of the 22 subjects offered the mean HSC examination score exceeded that of similar schools and/or all NSW Department of Education schools. There was significant improvement in PDHPE, with mean scores in this subject well above the Springwood High School average for 2011-2014. Student performances in Ancient History, Drama, Music 1, PDHPE, Society and Culture and French Beginners were above state average.

There were some strong results in individual subjects. In English Extension 1, 100% of students finished in the top bands (E4 and E3). In French, 25% of students finished in Band 6 and a further 21% in Band 5. In PDHPE, 45% of students finished in Band 6 or Band 5. In Mathematics, 32% of students finished in Band 6 or Band 5. In Visual Arts, 32% of students finished in Band 6 or Band 5. In Drama, 71% finished in Band 5. In Music 1, 64% of students finished in Band 5. In Society and Culture, 50% of students finished in Band 5. In Earth and Environmental Science, 50% of students finished in Band 5.
Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Drama

Modern History
Music 1
Personal Development, Health and Physical...
Society and Culture
Studies of Religion II

Visual Arts
French Beginners
Hospitality Examination (Food and Beverage)

English (Standard)
English (Advanced)
Industrial Technology
Information Processes and Technology
Legal Studies
Mathematics General 2
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

In 2015, members of the school’s community of parents and carers chose to take up an opportunity to participate in the state-wide Partners in Learning Parent Survey. This survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. By asking parents and carers to participate in the survey, the school was seeking to foster greater communication with them, encourage their involvement in their child’s schoolwork, and enable them to participate in school governance. For these reasons, amongst others, the school will continue with this survey as an annual initiative within our self-evaluation processes. A challenge will be to increase the number of survey respondents from within the parent and carer community, as the 2015 results were potentially skewed by a small sample size of 21. While remaining both a cause for concern and an imperative for strategic action, the evident trend of the school scores in the 2015 survey falling below the state still means that some regard needs to be paid to the sample size when considering and analysing the survey results.

In summary, some positive trends in the survey results were evident. These related to teachers’ efforts to support positive behaviour by students. A ten-point scale score of 7.6 was recorded for the item, “Teachers expect my child to pay attention in class.” The same score was recorded for the item, “My child is clear about the rules for expected behaviour.” Generally positive scores also came to pass in the category relating to how welcome parents feel at the school and how welcomed they feel by the school. A score of 6.6 was achieved in the item, “I feel welcome when I visit the school.” The item, “Written communication from the school is in clear, plain language”, was attributed an average score of 6.7 by respondents. An apex in this regard was reached in relation to school reports. The item, “Reports on my child’s progress are written in terms I understand”, received the single highest survey score of 8.0.

The score related to school reports notwithstanding, a concerning trend in the survey results still related to some aspects of communication between school and home. On a ten-point scale, average scores on the relevant survey questions for this section tended to fall between 4.0 and 4.5.

Safety at the school was a survey component that received polarising responses. For example, while the statement, “My child feels safe going to and from school.”, received an average score of 7.1 out of 10, a related statement, “Behaviour issues are dealt with in a timely manner.”, was scored at 5.0. Contrary to the likely higher expectations of the teaching staff, the total score for the different components of the “Inclusive School” section averaged out at 5.4. This score cannot be solely attributed to the small sample size of parents. For it is a score that is congruent with a related result in the 2015 Tell Them from Me survey completed by students. Here 55% of students in this school had a high sense of belonging; the NSW DoE norm was 66%.

The data from this survey has been invaluable to the school in a strategic sense. It has helped us to identify necessary initiatives, professional learning and milestones in order to facilitate and energise our pursuit of school improvement.

Students

Beyond the aforementioned Tell Them from Me survey, which has become an annual activity and important source of student opinion within the school’s self-evaluation processes, another important source of student opinion is an exit survey completed by the graduating HSC cohort.

As was the case in 2014, the 2015 students identified some very positive experiences and outcomes from studying within the CSC structure. The expansion of subject offerings and consequent timetable possibilities enabled by the CSC are a particular drawcard for students: 78% indicated that they had completed all of the subjects that they had prioritised in their subject selections as the ones that they most wanted to study for the two years of the HSC. Further, 71% of students felt that studying three subjects for the HSC allowed a more focused approach to their learning. The majority of students felt the CSC structure was a benefit in their relationships with teachers (72%), in ensuring more consistent learning (67%), and in promoting a sense of belonging to SHS (56%).
While a great many students see such benefits in the CSC structure as having more regular classes, having only three subjects to study, and having a greater rapport with teachers, significant numbers felt underprepared or severely underprepared in time management (45%), study skills (45%) and homework ethic (35%). In 2016, consideration needs to be given to initiatives, strategies and programs of support to enhance students’ time management, and their approach to and confidence in study skills, homework and home-study. This should also involve consideration of how best to prepare Stage 5 students for their senior studies and the CSC structure, as only 45% of students indicated that they feel prepared or well-prepared for senior studies by the end of year 10, with 35% of students having indicated that they did not feel prepared or well-prepared for senior studies before they began Senior Year 1.

In terms of areas in which the students indicated that the CSC could be improved, it is interesting to note that 11% of students agreed that teachers are demonstrating confidence in their delivery of the CSC. Whilst 39% were unsure of how to respond to this survey question, 50% indicated that their teachers did not appear confident in their delivery. Clearly, professional learning and its translation into practice in classrooms is a pressing issue in relation to the implementation of the CSC. Head Teachers are addressing this in 2016 in a subject specific manner through their faculty management and professional learning plans. A related idea emanating from the student survey is that greater collaboration between staff members in terms of assessment and examination scheduling is another area of need. Only 28% of students were able to identify their examination and assessment schedules as having been balanced in timing across all of their subjects.

Staff
In 2015, representatives from each faculty came together to form a working team to devise and initiate a plan for collaborative and informed evaluation of the outcomes of our Combined Senior Curriculum as a structure for HSC program delivery. This is to be a key school focus in relation to staff feedback on school initiatives and programs in 2016 and 2017, complementing the insights and imperatives for action that will be obtained from our ongoing participation in external surveys such as the state-wide Focus on Learning teacher survey, in which we participated in 2014 and which was reported on in our last annual school report. The formation of the staff working team to support the evaluation of the CSC is an acknowledgement of the fundamental significance that the CSC has in the education and therefore the life chances of our senior students, and also the consequent school community interest in its impact and future that necessarily follows. Moreover, the formation of the working teams and the implementation of an evaluation process are in keeping with research findings (eg CESE 2016) that stress the need for all school staff and students to engage in school self-evaluations so that program and policy settings can be adjusted to maximise educational outcomes.

The key goal of the evaluation process is that in 2017 it will enable informed consideration to be made and a determination consequently to be reached as to the ongoing implementation of the CSC as the HSC program at SHS for the 2018 school year and beyond. These considerations will be undertaken in the context of the teaching staff and school community giving consideration to:

- a review of HSC models available in NSW and consideration of their practical applicability at SHS
- analysis of all relevant data relating to the CSC and HSC program at SHS
- emerging data and recommendations relating to a vertical curriculum structure that may have been made available by external bodies and organisations in NSW (e.g. BOSTES, Department of Education, NSW Teachers Federation) and elsewhere (e.g. from elsewhere in Australia or from overseas)
- quantitative and qualitative data from surveys and other information gathering processes related to the future of SHS as completed by the school executive, teachers, parents and carers, and students
- emerging evidence of trends in other schools implementing a vertical curriculum model for the HSC.

This phase of the evaluation process will feature:

- a Staff Development Day dedicated to the CSC at the start of Term 2 in 2017
- a dedicated one day conference (or alternative) for parents and carers that is developed and implemented in conjunction with the school’s Parents & Citizens team by week 3 of Term 2
targeted focus group sessions with students in Year 9, Year 10, Senior Year 1 and Senior Year 2 in the first three weeks of Term 2.

Information and recommendations arising from this phase of the process will then be incorporated within an Executive Conference. The purpose of this conference is to determine how the HSC model that is recommended for the future - i.e. 2018 and beyond - at SHS will be communicated to students and to the school community. This conference will necessarily be timed on the school calendar to gain student and school community assent for the Executive’s determinations regarding the HSC model at SHS and to then consequently be able to inform the subject selection and timetabling process for SHS for 2018.

The Executive conference will need to take place in week 5 of Term 2, allowing the resulting recommendation to be made to the school community in week 6, prior to the beginning of the senior subject selection process in week 7 of Term 2.

In its intention, purpose, methodologies, processes and desired outcomes, this evaluation initiative is underpinned by a central point made by the Department of Education’s Centre for Education Statistics and Evaluation in its document, Five Essentials for Effective Evaluation. This is that “All education programs are well-intentioned and some of them are highly effective. However, there are usually more ways than one to achieve good educational outcome for students.” Accordingly, it is imperative that all participants in this important and significant evaluation process be open-minded about the findings and the information that informs them. Such a mind-set will be required for us, as a school community, to develop a clear response to and consequent plan for how to best use the results of the evaluation.

Policy requirements
Aboriginal education

The school has focused initiatives supported by equity loading funds in order to implement relevant strategic directions as they relate to Aboriginal Education, The Aboriginal Education and Training Policy and the Partnership Agreement between the Department and the NSW Aboriginal Education Consultative Group Incorporated and student outcomes. These have strengthened partnerships and promoted genuine collaboration with Aboriginal families, the local AECG and Aboriginal community organisations. The key goals have been to improve the quality of teaching and learning for Aboriginal students; increase Aboriginal students’ attendance, participation and engagement in learning; and strengthen support for Aboriginal students at key transition points (including Year 6 to Year 7, Year 10 to Years 11 and 12, and from school to work or further study). Initiatives in this area and their impact have been outlined above in the Key Initiatives section.

Multicultural Education and Anti-racism

The school has implemented the Multicultural Education and Anti-Racism Policies through long standing initiatives and programs that are popular with and well-received by the school community. These include whole school community harmony and anti-racism activities that are led by students working in collaboration with staff, for example the annual Harmony Day celebrations and related learning activities. Ms Blanche, a much respected and highly esteemed member of the teaching staff, continued in the role of the school’s Anti-Racism Contact Officer (ARCO) with great dedication, assiduously promoting issues of anti-racism, cultural understanding and tolerance in her interactions with students as a collective, in groups and as individuals.

The school’s commitment to social justice has been furthered through the diverse teaching and extracurricular programs that are in place to foster students’ understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. This has allowed a local and a global perspective to be adopted within the school.

The assistance our students offer members of the community and the globe through volunteering leads them to get to know and positively interact with a very diverse range of people from different cultures. For example, under the guidance and leadership of Mr Engel, a group of students took up the exciting and rewarding opportunity to become involved in a community-based initiative with a local organisation that has established a rebuilding program in East Timor. The participating student volunteers enhanced their readiness to be global citizens through their shared sense of a global humanity. The results of the students’ time and
efforts in East Timor, which we got to see in a special video presentation at a school assembly, were awe-inspiring.

In the recent past, Springwood High School was a pilot school for China Connect, a NSW Department of Education foreign language program that develops and extends students’ intercultural understandings and capacities. We have continued to participate in this program in subsequent years, including in 2015 working in collaboration with its teachers and organisers to maintain its continuity in this area and beyond, facilitating from our connected classroom the online teaching that is projected to schools elsewhere. The state-wide program ceased, however, at the end of the 2015 school year. As we reflect back on it and the participation of our students, we can celebrate that it enabled participating junior students, some of who were continuing in the program here at SHS having also participated in it at their primary school, to have a deeper understanding of the people and culture of one of Australia’s most important and powerful neighbours.

Other school programs

GRIP Leadership Forum October 2015

As part of the ongoing development of leadership skills of our student leaders, a group of junior students participated in the 2015 GRIP Student Leadership Conference (GSLC) at Sydney Olympic Park. The conference focused on training students for their role as school leaders, with the aim of developing a clear vision and understanding of the skills and attributes needed to be a successful student leader.

Harmony Day March 2015

In March, Springwood High School held their annual Harmony Day under the theme of ‘Everyone Belongs’ to celebrate the cultural diversity of Springwood High. The day consisted of the traditional Harmony Day assembly run by the SRC representatives, celebrating cultural diversity in our local community. The assembly was followed by an international food fair where various faculties prepared and sold cuisine from cultures around the world.

Young Women’s Leadership Seminar

Olivia McInnes and Tully Jackson represented Springwood High School at the 2015 Young Women’s Leadership Seminar, which is organised and sponsored by the Parliament of New South Wales. The aim of this seminar is to discuss concepts and definitions of leadership, examine issues that might affect women in leadership roles, and to provide students with the opportunity for participants to meet a variety of female leaders.

Careers in Psychology – March 2015

As a part of our ongoing nurturing of the career ambitions and aspirations of students at Springwood High School, in March 2015 students were able to participate in a ‘Careers in Psychology’ forum. The forum provided students with a unique opportunity to talk to a local practising psychologist about a range of issues relating to pursuing careers in psychology.

Blue Mountains Vietnam Veterans and Associated Forces Memorial Day Parade – August 2015

Springwood High School students Amy McArthur (SRC representative) and Georgia Uebergang (School Captain) joined the local community in commemorating the Battle of Long Tan at the Blue Mountains Vietnam Veterans and Associated Forces Memorial Day Parade.
Induction Ceremony for the 2016 SRC – November 2015

On 12th November Springwood High held the traditional SRC Induction Ceremony and Morning Tea to welcome to the newly elected members of the 2016 Student Representative Council (SRC). In attendance were student leaders, their families, Uncle Grahame and guest speaker Councillor Romola Hollywood who represents the 2nd Ward on the Blue Mountains City Council. Over the coming year these students will focus on developing leadership skills, improving student life at Springwood High School, and contributing to the local community through service and charity.

Arts

Springwood High School’s excellence in Visual Arts continued in 2015 with Jessica Garment’s nomination for ArtExpress with her sculptural and film Body of Work titled ‘The Past is a Grotesque Animal. In Photography, Ella Rynehart placed a very impressive third in the ‘Head-On’ student competition, which exhibited at the Museum of Sydney.

Performances by Felicity Hall, Abby Seaman, Martha Aubrey, Mayah Nathan, Amelia Sheil, Rachel Witherow, Christopher Olley, Alayna Frew, Jade Boyce, Emma Cass and Niamh Hanrahan in School Spectacular 2015 were a highlight.

This year our School Dance Company, comprised of both a Junior and a Senior Dance Ensemble, went from strength to strength. The ensembles are extracurricular programs, requiring students to rehearse in the mornings before school starts. Students audition to secure a place in the program. They are given a wide of variety of performance opportunities throughout the year, including various dance festivals such as the Blue Mountains and Nepean Dance Festival, Synergy Dance Festival and School Spectacular. Felicity Hall of Year 10 was selected for the Regional Dance Ensemble.

Students and staff are to be congratulated on their mid-year Creative and Performing Arts Showcase titled ‘Response’. This new initiative asked students at SHS to reconsider the way artistic practice in initiated, and to look for connections between the often-separate disciplines of visual arts, music, drama, poetry and dance. This year’s show selected a local artist, Tamara Mendels, who was exhibiting at the Blue Mountains Cultural Centre, as the catalyst for all individual and collaborative work within the two hour showcase. In addition to SHS students engaging in this event, staff and students from Faulconbridge and Springwood Public Schools worked in collaboration with SHS Drama teacher Barbara Van Kessel to perform new and highly successful dramatic works. This collaboration continues our strong connection with our local community.

The school band, now in its fifth year, has continued to grow. It now includes a junior and senior ensemble. The growth of this extracurricular program in 2015 has been strongly supported by the wider school community and Senior Executive,
enabling the purchase of a range of new instruments. This has allowed for a much broader range of instrumentation and repertoire within both ensembles. To consolidate the growth of this program, new policy and procedures were also initiated to ensure future growth of the program as well as the efficient and equitable distribution of school instruments across Years 7-12.

Once again a number of students gained from opportunities offered by the Arts Unit, with Lachlan Johnson and Peta Coffa taking part in the Millennium Marching Band, and Paulo Bass-Martinez in the Urban Youth Dance group. These students consequently were involved in the 2015 School Spectacular performances.

Students from Years 7-12 again demonstrated their deep and instinctive connection to music and performance in our annual Acoustic Evening. Acoustic Night is a showcase for the singer-songwriters within the school, providing them with an opportunity to perform for an appreciative audience from the school and wider Blue Mountains communities.

In March, the Springwood High School Theatre Company presented ‘The Cherry Orchard’. This experience in theatre provided students with an insight into the work of Anton Chekhov.

Our HSC showcase once again provided Year 12 students with an opportunity to perform their drama, dance and musical performances. These performances took place after our Visual Arts exhibition, in which HSC students displayed their Visual Art Bodies of Work. The exhibition this year showcased a diverse range of expressive forms that included painting, drawing, graphic design, photography, sculpture, film and installation.