Overview of Student Profile

- Years 8-12: 540 students
- School card: 50%
- Aboriginal: 76 students (13%)
- NEP's: 86 students (15%)
- NESB: 106 students (18.5%)
- CHI Centre: 18 students (3.6%)
- Wiltja Students (years 11 and 12)

Background.

Windsor Gardens began as a vocational college in 1999 and in 2004 the Centre for Hearing Impaired was fully incorporated into the College. Several facilities were purpose built for very specific vocational pathways delivery and to serve the specific needs of the hearing impaired students.

The enrolment at Windsor Gardens Vocational College in 2013 was 540 students. Of those who began in 2013, 86 were Aboriginal and 109 from non-English speaking backgrounds. Within the non-English speaking background students 45 were born overseas and 34 different nationalities were represented. In 2013, 80 students had officially diagnosed learning difficulties. 9 Students were under the Guardianship of the Minister, there were 18 students with hearing impairments and approximately 50% of our students received government assistance for school fees. Significantly, we noted that the number of students joining us at different year levels, not taking into account our incoming Year 8 students, increased.

Consistently over the past 3 years there has been transition into and out of the college at all year levels except Year 12 and this adds pressure for teachers as they had to find out about the skills and knowledge of new students, where they were up to in courses and then cater for each individual.

2013 Highlights. A report on the outcome and effectiveness of intervention and support programs for targeted students.

Alternative students/FLO

In 2013 there were 16 students eligible for the Flexible Learning Options and they have been supported by our Youth Worker throughout the year. The Youth Worker supports our students not only with referrals to other agencies for wellbeing issues but also with transition to training, work and skills development programs. This has been extremely successful due to the high skill level of and commitment of the Youth Worker herself and also to the counsellors and the leader of the Senior School. This has enabled intensive Case Management with a strong connection between the students, parents and the college.

We also provide alternative options for students that are planned and developed with that team of professionals whose main focus is the successful education and transition for those students most at risk of not completing their high school education. The Youth Workers extensive knowledge of courses within the district has enabled her to work effectively with students on alternative programs and has kept them educationally connected. The college uses an online program, Ed Lounge to enhance student’s skills in literacy and numeracy. We have also embraced the partnership with Better Pathways to ensure strong post school transitions for students. Due to the success,
commitment and high level of skill of the Youth Worker employed to case manage the FLO students within the college, this position will increase to full time in 2014.

**Schools receiving support through the Smarter Schools National Partnerships program should report how the programs specific to their school are supporting improvement.**

Planning for 21st Century Learning was our project and it will continue into 2014 with a coordinator of 21st Century Learning.

We have focussed on strengthening the care group sessions in the first 3 weeks for Year 8’s “Benefitting from a good start”. The Care Groups develop a rewards system focussing on building a sense of belonging and supportive environment (orientation day, time management planning, organisational expectations, and goal setting) and a Year 8 camp.

We have developed “Success” presentations where students showcase their learning framing their middle school experience and linking to the ACARA capabilities. We have increased our Citizenship projects and our Peer support program. We developed a Maths, Science/ English, SOSE- pilot program that involves the same teachers designing the learning for students.

By surveying 2012 P.S student & year 8’s/ 2013 families, teachers, students in our feeder primary schools we attempted to develop an understanding that “what engages students doesn’t always match the curriculum requirements” and also that if a student is engaged and feels connected with their school they will stand a higher chance to be successful.

**What we did**

- We developed a plan to try to ensure each student is enabled to be exposed to full college experience.
- Slowed down the first 3 weeks with less structured academic class time and more focused group sessions
- We spent more time in care groups as tribes with a colour, logo/ name, war cry and flag
- We built in a points system where students were rewarded for supportive acts within their group, abiding by timelines, being creative and participation.
- We held an orientation day where we invited the police as guest speakers about bullying and E- Crimes (parents in future).
- We had a session on time management, letter to self- goal setting session.
- We introduced our success Presentations which we use to frame the Year 8 and in future middle school experience

We encouraged and supported students in Years 8 and 9 to evaluate what they learnt under the categories of literacy, numeracy and hands on experiences, and identifying its relevance to everyday life.

In 2014 we will continue with the process of mapping ACARA capabilities across all subject areas to ensure we adequately cover what is required, design small projects to ensure all capabilities are covered and all students are exposed. Students will be required to (present) report back and produce evidence and articulate what was learnt in their presentations in Year 8 and 9.
Some facts extracted from the Data from surveys indicated that the Year 8 students were mostly worried about being able to adapt to many teachers, students were worried about being bullied and students were most successful when in familiar surroundings, a supportive environment and involved in regular practise and routine.

**National Partnerships**

**NE Cluster working together**

As part of the Empowering Local Schools under National Partnerships funding the NE schools cluster developed the governance agreement to work together and as a result of that a Senior Leader was appointed across the NE Cluster for 2 years. This program continues with many positives developing out of this partnership and not least the planning for the collaborative sharing of professional learning for all staff in 2013 and also the planning for a shared student free day in 2014 so that the NESPN teachers and SSO’s can work together. The hard work and commitment of the Senior Leader was invaluable and essential for this level of collaboration to continue.

**Uniform**

2013 continued to see an improvement in the appearance of our students with greater uniformity and the new options available for female students have allowed for more compliance with the College policy. The summer dress has proved to be very popular.

**Centre for Hearing Impaired (CHI) Review**

To meet the developing and changing needs of our growing number of students in the Centre for the Hearing Impaired the CHI staff undertook a review of its structure. Wide consultation was held including a forum for Deaf community members. As a consequence a structure was developed that allowed for differentiated programming based on individual student needs. Following a trial, minor modifications were made to the new structure where we felt student needs could still be addressed more effectively. There is also a focus on post school futures built into the strands. Windsor Gardens Vocational College also incorporates the Windsor Gardens Centre for Hearing Impaired.

**Deaf Pride Day**

On Friday November 15th the Centre for Hearing Impaired Team of staff and students lead by Grace Macri, invited members of the Deaf Community to a morning celebration of Deaf Culture. The new curriculum structure was launched; students had the opportunity to demonstrate their learning and place within the school and show off the developments in the twelve months since the launch of the Community Garden.
**TfEL Project**

Windsor Gardens Vocational College elected to join round 2 of the Teaching for Effective Learning research project. 2 researchers from the project visited over 3 points of the year. 12 teachers had a lesson observed, students questioned and an in-depth discussion about their practice. All the staff involved commented and how affirming the process was whilst still giving them challenges for the future.

**Transition from Year 7**

Transition. Our program includes Year 7’s having a taste of high school and it began in term 2 with visits from students and teachers from Primary Schools. In 2013 we had 80 students enrolled in Year 8 from over 27 different primary schools.
Trade School and the Trade Training Centre
As the Lead School for the *North-East/East Trade School for the Future* we work with other north-east public secondary schools to expand the opportunities for students to undertake a combination of school studies and apprenticeship training, particularly in the skills shortage areas. We introduced Lab Skills to our Science curriculum as part of the Trade Training Centre grant from the federal government. We have collaborated with two other schools, Banksia Park International High School and Valley View Secondary School to transform facilities, which will allow for the best science delivery including Certificate III in Laboratory Skills in partnership with tafeSA and industry. Each school has a specialisation within the certificate of delivery – Banksia Park International High School – General Science and Environmental pathway Valley View Secondary School – Electronic Science pathway Windsor Gardens Vocational College – Medical pathway Each school has their own industry partners. Windsor Gardens Vocational College partners include Women’s and Children’s Hospital, Gribbles, SAWater, BioLabs SA and CSIRO. 2013 was the introduction year for Certificate III in Laboratory Skills and we had a total of 22 students enrolled in the certificate.

Trade School Report
School-based Apprenticeships have become a preferred option with many employers who are seeking to train and take on part-time staff. It is a great opportunity for year 10 and year 11 students who know their career pathway, to approach employers for apprenticeship and traineeship prospects.

2013 North East Adelaide Trade School for the Future is:

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<th>School</th>
<th>Number</th>
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<td>The Heights School</td>
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Trade School for the Future – NEVO (North East Vocational Opportunities) and VET pathways in schools
In 2013, student’s achievement in VET courses has increased with greater numbers enrolling within pathways and enriching their learning.

The following table details the students who achieved a Certificate in 2013. This year is the first year we have included all certificates of delivery across the Adelaide North East Secondary School cluster. There has been an increase in students successfully achieving employment and apprenticeships and a strong increase in enrolments in further education training within the pathways whether it be TGSS (Training Guarantee for SACE Students) or Registered Training Organisations (RTO).
We have also started to document students who have completed certificates of training and have now continued their pathway to University.

In 2013, we had a total enrolment of 442 students involved with VET, with 271 students completing certificates of training and 64 students continuing either in School Based Apprenticeships, Apprenticeships, job and further studies in the field of their studies. While 378 students have returned back to school to completed their SACE.

**Trade School for the Future NEVO – VET Certificates and Destination Information 2013**

<table>
<thead>
<tr>
<th>VET Certificate</th>
<th>VET Certificate Resulting</th>
<th>Total enrolled</th>
<th>PA</th>
<th>UC</th>
<th>W</th>
<th>SBA/T</th>
<th>Apprenticeship</th>
<th>TGSS</th>
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**TOTAL 2013**

202 122 33 47 2 4 4 10 0 21 161

**Code Abbreviations.**

PA – Pass
UC – Uncompleted Certificate
W – Withdrawn
SBA/T = School Based Apprenticeships / Traineeships
TGSS = Training Guarantee for SACE Students (Skills for All)
RTO = Registered Training Organisation
### Trade School for the Future – NON – NEVO – VET Certificates and Destination Information 2013

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<th>VET Certificate</th>
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Code Abbreviations.
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Wiltja Secondary College
Our valued partnership with Wiltja Secondary College continued with 14 students at Windsor Gardens Vocational College in 2013, along with 4 Wiltja staff members. Wiltja Secondary College provides education for students from the remote Far North of our state who travel to Adelaide during term time and live at Wiltja Boarding in Northfield. Students at Wiltja Secondary College attend Years 8-10 at Woodville High School and Years 11-12 at Windsor Gardens Vocational College.

Student Teachers
We continue to encourage and support the placement of student teachers at Windsor Gardens Vocational College and during 2013 we had 30 student teachers representing Flinders University, Adelaide University, UniSA as well as two students working online through Charles Darwin University in the Northern Territory. These pre-service teachers worked collaboratively alongside our teachers, designing and delivering teaching programs to our students, whilst learning their ‘craft’ and developing their skills in a supportive classroom environment. We were also especially pleased to be involved in an exciting initiative with UniSA to host 10 Primary/Middle school Bachelor of Education Students. This program was initiated after a curriculum review clearly indicated the value of pre-service teachers having more time in schools as well as having more learning experience in a secondary context. The added intention of the group program was for the group to support, reflect and build their learning through their own professional conversations with other members of the group. The general consensus of the staff and these students was that this opportunity was quite successful and staff at the college appear to be supportive of having this group structure at our school again in the future.

The new Australian Curriculum in 2013
The teachers spent the student free days working through the newly released curriculum documents and on the General Capabilities and Cross Curriculum Dimensions that are reflected in every learning area. Sharing was a general theme across all the days with faculties drawing on the experiences of others to improve their processes. On one of the student free days faculty groups engaged with their colleagues from several neighbouring schools to focus on the way their learning areas are implementing the Australian Curriculum. On this same day the School Support Officers from these schools also met together and were able to share knowledge and expertise to generally improve the quality of their work. Another combined schools day is planned for 2014.

A report on key actions towards the priorities identified in Self Review and Site Improvement Planning processes.
The three improvement priorities in 2013 were;

Literacy
2013 was a very busy year for Windsor Gardens Vocational College as we focused on new design for the Australian Curriculum and we used our Student Free Days to concentrate on teacher skills in scaffolding the
literacy learning in each learning area as well as teachers understanding how to improve students’ literacy skills. Literacy was the focus of a shared Student Free Day with the NESPN group of schools in term 2 and the teachers have focused their curriculum design on scaffolding literacy across learning areas. Literacy is explicitly taught in each learning area according to the literacy demands of the assessments in the SACE or in the Australian Curriculum. Learning areas scaffold the learning from Year 8-12 to ensure students are able to develop and practice the language of each subject, the genre of writing for each subject to ensure that the literacy of each subject is assessed.

**Assessment as Learning**
We ensured that teachers attended clarifying/moderation sessions for Stage 2 subjects to develop skills in moderation of students work and we received positive moderation feedback for all Stage 2 subjects. We continued to work with learning area teams to develop assessment, task design and scaffolding literacy for learning in all subjects.

We ensured that all line managers coordinated the performance development (PD) discussions. We continued to develop teacher resources which target student’s particular needs, emphasising assessment and incorporating Literacy and Numeracy components.

**Windsor Voice**
Windsor Voice is the name chosen by students for their democratically elected representatives at each year level but it has also come to encompass the key concept of incorporating students’ ideas into college development. As an Improvement Priority, Windsor Voice continues to deliver significant strategies, processes and ideas to the leadership team, the teaching staff, other students and the wider community.

The Windsor Voice students address issues to do with all aspects of college life, especially the curriculum itself, seeking ideas and insights from the total student population. Students provide feedback on learning. As part of the Teaching and Learning – Quality Improvement Cycle the intention is that each learning area design specific ways of gathering feedback from students to have a continuous cycle of review for task design and improvement in student’s achievement and programming.

Each learning area has used the Quality Improvement Cycle to review tasks and some learning areas have put in place processes to gather student’s feedback on their learning.

**Work Scheduled for 2014**
The college will integrate the new Australian Curriculum, with Year 8 and 9 students being taught the new curriculum and assessed in Maths, Science, English and History. The other subject areas that will be phased in over the next few years will also be the focus for the two extra Student Free Days in 2014 so that staff become familiar with the new curriculum offerings. We also believe that the college will benefit from a more extensive knowledge of the Teaching for Effective Learning framework, and its tools as staff members who have attended training sessions believe that it has much to offer all teachers.

The Year 8 and 9 presentations will develop student’s ownership and voice in identifying what they are learning and how they are learning. Year 9 Windsor Voice students will work with the Year 8 group on Community Based voluntary groups. These students will have a unique perspective, as they participated in the Year 8 success presentations last year. The aim for Year 9 Windsor Voice is to improve on the voluntary community activities to make them more engaging for this Year 8 group.

Year 10 and 11 Windsor Voice groups will continue to refine and present alcohol and cyber safety units for the Year 8’s as part of the care group program and will gain SACE credits for their participation.
Respond to students’ feedback for more visual stimuli in their courses by utilising a much broader range of technology.

A report on progress towards targets including the performance of students in relation to identified standards and targets.

In 2013 we began work with setting standards for our students to achieve at each year level. We began with the Year 11’s going into Year 12 and in semester 2 we interviewed all those students who did not seem on track to complete their compulsory subjects. They were informed that they would not be able to start Year 12 studies if they had not completed the compulsory subjects at the Stage 1 of the SACE.

The response was good and by the end of the year all year 11 students had completed their Stage 1 compulsory subjects.

The coordinators and the Quality Improvement teams have shared knowledge, discussed ideas, attended training and development and investigated current pedagogy in the teaching of literacy. Our shared goal is to raise students’ literacy levels by supporting all teachers to identify, understand and teach the literacy needs of their learning area.

As a result of the work done in 2013 a draft “Successful Student Learning Policy” has been drafted and will be implemented in 2014 after staff, students and governing council have been consulted.

**NAPLAN, National Assessment Program Literacy and Numeracy (NAPLAN) Data Snaps**

![NAPLAN Chart](image)

**School mean score and standard deviation**

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>543.6</td>
<td>547.2</td>
<td>562.5</td>
<td>529.2</td>
<td>543.6</td>
</tr>
<tr>
<td>2012</td>
<td>525.9</td>
<td>539.1</td>
<td>487.9</td>
<td>515.9</td>
<td>538.0</td>
</tr>
<tr>
<td>2013</td>
<td>521.7</td>
<td>61.0</td>
<td>80.9</td>
<td>63.5</td>
<td>61.5</td>
</tr>
</tbody>
</table>

Our Year 9 students were part of the NAPLAN testing in May of 2013. Of these students over one quarter have a Negotiated Education Plan (NEP), because they have a declared disability – often impeding their literacy development– or are English as a Second Language (ESL), Aboriginal or Hearing Impaired students. The
college has put in place Individual Learning Plans for these students to address their already identified gaps in literacy and/or numeracy. Our intent is to ensure students keep improving. Most of these students came to Windsor Gardens Vocational College in Year 8 with Year 7 scores that were below the national minimum standard and our goal is to address this issue and increase their proficiency.

**Attendance.** In 2013 attendance was consistent across the three days of testing. As seen in 65 students participated in the tests which represented 58% of the student cohort. No students were exempted from testing, 29 students were withdrawn by their families and on average 18 students were absent from each test. This student absenteeism is consistent with overall college attendance. For 2014 school leadership, in conjunction with relevant middle school teams are investigating a range of methods to increase overall participation in the tests.

**Reading.** In 2013 83.6% of students were at or above the National Minimum Standard. The majority of students’ achievement level was in Band 7 & 8, just above the Minimum Standard. The college is under represented in the upper bands with 6.6% achieving Band 9 and 1.6% achieving Band 10. As a result of this the English Faculty is working, in 2014, to use data to identify high achieving students and provide rigorous programs to extend their skills. Through the college priority of Literacy teacher professional development time is being used to increase teacher skills in order to best support students who are not meeting National Minimum Standard.

**Writing.** The College is continuing to strive for improved results in the writing category. Since the change of genre in 2011 small levels of progress have been made. This improvement is yet to translate to significant overall improvement in the category. 56.9% of students achieved at or above the National Minimum Standard. 43.1% of students did not meet the Minimum Standard and the college is again under represented in the upper bands. 3.1% of students achieved Band 9 and no student achieved Band 10. The college is continuing to review the explicit teaching of genre and is increasing the scaffolding and support provided to students in the persuasive genre.

**Numeracy.** In 2013 73.8% of students were at or above National Minimum Standard. Achievement was concentrated in Band 5 – Band 7. This indicates that students are generally sitting very close to, if not on the Minimum Standard. Improving outcomes for students achieving in the middle bands will a significant focus for the college moving forward. The college is under represented in the upper bands with 4.6% of students achieving Band 9 and no students achieving Band 10.

**Other areas for consideration.** The gaps between male/female students and the gap between ATSI and overall student achievement. Numeracy was the only area in which male students, on average, outperformed their female counterparts and this was only by 0.7. Female students outperformed male students in all areas of literacy. The most significant gap is in Writing, where the mean female score was 76.7 points higher. For ATSI students the gap between scores was, on average, 67.5 points lower than the overall student cohort. The most significant gap was in spelling. ATSI students’ best performed in Numeracy. Closing the Gap for these students will be an issue for ongoing discussions at the college.
Senior School Students

SACE Results

<table>
<thead>
<tr>
<th></th>
<th>Number achieved</th>
<th>Per cent</th>
<th>State average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>23</td>
<td>6.51%</td>
<td>20.19%</td>
</tr>
<tr>
<td>B</td>
<td>86</td>
<td>35.70%</td>
<td>42.57%</td>
</tr>
<tr>
<td>C</td>
<td>183</td>
<td>51.85%</td>
<td>30.56%</td>
</tr>
<tr>
<td>D</td>
<td>14</td>
<td>3.95%</td>
<td>4.53%</td>
</tr>
<tr>
<td>E</td>
<td>7</td>
<td>1.98%</td>
<td>1.67%</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0%</td>
<td>0.49%</td>
</tr>
</tbody>
</table>

The data clearly shows that we are below the state average in A & B grades. The gap between school and state percentages in B grades is closing. However we are 21.35 above the state average in C Grades, almost comparable in D & E grades with no results in the N range. The inference from this set of data prompts the following questions:

1. Do we have high enough expectations of students to achieve grades above a C grades at stage 2?
2. Are we rigorous enough in our task design to provide the environment for students to achieve higher grades?
3. How do teachers design tasks that extend/allow all students to achieve an A or B?

Destination Data

Our College’s destination data aims to track where all students over the age of 16 go when they leave. We record all information about school leavers as they leave and follow through with students who finish at the end of a year by contacting all we can at the beginning of the following year. The purpose of this information is to gauge our pathway effectiveness and to ensure that every student who leaves has a planned career. Each year we have become more sophisticated in our data gathering and have become even more knowledgeable about our past students. The following data was collected at the beginning of term 1–2014.

Destination Data for All Students over 16

<table>
<thead>
<tr>
<th>Year</th>
<th>Gained Employment</th>
<th>Seeking Employment</th>
<th>Tertiary Study</th>
<th>Unknown</th>
<th>Other (e.g. Illness, Deceased Parenting/Carer)</th>
<th>Transfer/ Interstate/ Overseas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>34.6%</td>
<td>19.7%</td>
<td>22.8%</td>
<td>1.6%</td>
<td>1.6%</td>
<td>19.7%</td>
</tr>
<tr>
<td>2010</td>
<td>19.9%</td>
<td>25.7%</td>
<td>31.6%</td>
<td>2.2%</td>
<td>2.2%</td>
<td>18.4%</td>
</tr>
<tr>
<td>2011</td>
<td>20.0%</td>
<td>17.6%</td>
<td>33.9%</td>
<td>1.3%</td>
<td>1.8%</td>
<td>42.7%</td>
</tr>
<tr>
<td>2012</td>
<td>14.3%</td>
<td>32.1%</td>
<td>30.8%</td>
<td>0%</td>
<td>3.4%</td>
<td>19.1%</td>
</tr>
<tr>
<td>2013</td>
<td>26.9%</td>
<td>44.3%</td>
<td>27.8%</td>
<td>0%</td>
<td>2.6%</td>
<td>25.2%</td>
</tr>
</tbody>
</table>
Conclusions about Student Destinations.
There is a significant increase in the number of students from the 2013 cohort gaining employment in 2014. We still expect some of the young people seeking employment to be successful (some of whom, for instance, are still awaiting news about traineeships and apprenticeships). We are also aware that the job market for young people has been much more restricted. From this snapshot and from information from our industry partners it is, however, possible to draw some conclusions:

- Most students are still moving into employment or tertiary study or university pathways.
- The employment and full-time apprenticeship market for young people were adversely affected in 2013. Therefore, there is an increase in the number who are still seeking employment, however the students who have gained employment has increased. The employment group includes 10 students who have gained apprenticeships and/or traineeships.
- There are still a significant number of transient students and therefore transfer rates stayed high.
- Effective subject counselling along with futures planning is paying dividends for students.
- The Vocational Education program is successfully providing clear direction for students’ pathways.
- Windsor Gardens Vocational College has successfully provided flexible learning choices and support services for a significant number of students who were previously at risk of leaving school.
- Windsor Gardens Vocational College recognizes the importance of the intertwined areas of skill development, career pathway exploration, setting effective educational and life goals as well as assisting students to devise effective strategies such that they can achieve these goals for their future.

Extra-Curricula Programs
Students are actively engaged in a number of high interest programs across the College, which directly improve their social, recreational and general life skills. These programs often involve students from across year levels; students are usually central to their organisation; and they are outside the students’ usual studies. Every time we run these programs we receive positive feedback from the students and their parents/caregivers about how much they are valued.

Sport at Windsor Gardens Vocational College

ICE FACTOR
WGVC has continued its involvement in the Ice Factor Life Skills Program in 2013. This program has continued to target learners at risk and also potential college leaders. The program focuses on developing teamwork, social skills, leadership, improving behaviour and attendance, and achieving success for these students. The program runs weekly and students are supported by a teacher, coach and industry sponsors. The students have been very successful in this program with the team finishing in the top 3 in every inter-school tournament. This year we have had a higher student turnover as some of our older students have moved on. This has allowed us to work with and develop a new group of students.

SPORT
The sport program at WGVC has continued to grow and increase participation levels. The program includes Vista Weekly Sport, Intra school carnivals, Come and Try Days, and State-wide Knockout Sport. Some exceptional sporting performances included:
- Senior girls Knockout basketball – Winners
- Senior boys state rugby league division 1 – Runners Up
- Year 8/9 girls state knockout basketball – Runners Up
- Year 8/9 Vista rugby league – Champions
- Year 9/10 boys vista rugby league – Runners Up
- Year 8/9 Vista boys volleyball – Champions
- Year 8/9 girls Vista volleyball – Champions
- Year 8–10 girls Vista Super 8’s cricket – Champions

**CHELTENHAM EXCHANGE**

2013 was the 49th year of the ongoing Cheltenham Exchange between Windsor Gardens Vocational College and Cheltenham Secondary College in Melbourne. Each year the Colleges take turn in travelling between states to take part in competitions. In 2013, Windsor Gardens Vocational College took out all three trophies in a great week of rivalry over Cheltenham.

A summary of the Exchange week.

The buses arrived about 7pm on Sunday and both squads helped unload the Cheltenham College’s equipment. Billets were hastily introduced and Exchange jackets distributed so the majority could get back to their billeting families homes. Staff and Exchange Captains met for a meal in our Parndendi Café, where last minute planning was discussed.

Monday began with a “Welcome Assembly” where the customary ‘chanting’ (school war cries) broke out from both squads and then the contest began in earnest. The first activities are always Captains' Games where every squad member has to be involved. Bocce and the gruelling Running Relay complete the morning. Windsor won all 3 of these events and that meant we had the first of the Exchange trophies, retaining it from 2012. This is called “The Captains' Plate”.

After a hard day and a sensational Music Night we found ourselves in a commanding position with the scores 9-2. Winning both sections of the Music competition had secured the second trophy “The Exchange Cup” and this was only the first day!

Tuesday and Wednesday we witnessed more exciting contests and had visits from many past scholars particularly at the night events which are always a highlight of the Exchanges. The last event was the Volleyball and I'm sure many of us thought it was going to be an early night when we were 2-0 up and leading but it was not to be and in the end our boys came back to take the fifth set and finally victory. True spirit of the Exchange!

To win the overall shield 14 points out of 27 is required and we finished with 16.5. This was an outstanding effort for a school only half the size of Cheltenham.

Our leaders were inspirational throughout the lead-up and during the week of events. We owe thanks to the many staff who contributed in so many ways over the months of preparation but the billeting families are the defining factor in these events for without them it simply would not happen, so a huge thankyou to those people. 2014 will be the big 50th Exchange, and here at Windsor, we are aiming to bring home the trophies from Melbourne.

**Community Connections (Primary Schools’ Transition Program)**

Transition Programs have again taken many forms, providing many of our students with face to face experience in working with primary school students. Staff worked with our main feeder schools, and beyond, as components of their courses. The visitations to primary schools include.

1) Music staff took their Year 9–12 class bands to perform in our feeder schools.
2) The Stage 1 and 2 Sports and Recreation classes ran sports training clinics through all our feeder schools.
3) PE staff ran soccer and sports carnivals at Windsor Gardens Vocational College for primary schools, organised by our Stage 1 Sports and Recreation classes and they drew a large number of students from many primary schools. Feedback from the participants to our students was fantastic.

4) Individual students had a number of visits to transition them into a secondary setting

5) Transition days were run for Year 7 students to spend a familiarisation day at Windsor Gardens Vocational College.

The transition program continues to expand involving our students in authentic learning experiences and providing primary school students a taste of a secondary school setting and what they can expect at Windsor Gardens Vocational College.

This year we were had a stall at the North East Community Fair, based at Hillcrest Primary School. 9 staff members took turns manning the stall and we were part of the Paws Walk (similar to the Yellow Brick Road at the show) which brought a steady flow of primary aged children and their parent to our stall. The day was very successful and we plan to participate again in 2014.

**Peer Support**

Our Middle School students are demonstrating the growth of their leadership skills through their involvement with Peer Support. Year 9 students undertake Peer Support Training in Term 4. This two day workshop includes sessions on problem solving, friendship, emotions, group dynamics, self-awareness, communication and decision making.

When these students are in Year 10, the trained students work with the Year 8’s to support their transition from primary school to secondary school.

The students’ new skills will be utilised through the following activities:

- 7 – 8 Transition Days
- Year 8 Camp
- Acquaintance Nights
- Care-group Program
- Open Night
- Year 8 Success Interviews
- 

Accreditation for this course includes a Training Certificate, a Peer Support Certificate and 10 Stage 1 credits contributing to their SACE completion.

**Community Event Windsor Under the Stars**

Windsor Gardens Vocational College prides itself on the quality of our public events which received significant school community praise for their professionalism and focus on our students at important ceremonies like our end of year Presentation Night, the Year 12 Formal, “Windsor under the Stars”, Industry Round Tables in senior school and the Success Presentations in Year 8 and newly introduced at year 9. Our end-of-year short courses, with our “Voc Rocks program” typified the type of diverse and engaging courses that the staff develop and students appreciate.

One of the very pleasing things about Windsor Gardens Vocational College is the amount of praise our students receive for their polite respectful attitude when on excursions, on work placements or generally when representing the college. The positive image and reputation of the college amongst employers and the community has continued to grow. The new staff and relief teachers (who work here casually when teachers
are ill etc) make comparisons with other schools and visitors to the college have regularly provided very positive and encouraging comments.

**Challenges and Priorities for 2014**

1. New 4 year Site learning Plan to be implemented
2. New survey tools to line up with the site learning and improvement plan
3. Successful Student Learning Policy for all students
4. Professional Learning Communities developing
5. Capital Works in progress with new buildings, removal of transportable and renovation of Canteen and PE
6. Redeveloping the un-used oval and working with Port Adelaide Enfield Council

The issue of teacher expectations of students is evident in past surveys and will be a topic for discussion and developing new strategies for 2014.

1. How to encourage students to have higher expectations
2. How staff can put in place strategies for high expectations
3. Through coordinators to teachers support staff to design and develop tasks for students that provide students with the strategies to achieve higher grades.

**Aboriginal Students at WINDSOR GARDENS VOCATIONAL COLLEGE**

In 2013, the number of Aboriginal students fluctuated between 85 and 87. Some students left for employment, others transferred to other schools or to alternative programs and there were a number who transferred in from other schools.

Aboriginal students at WGVC are continuing to achieve. Aboriginal cultural content was included across a range of learning areas in the Middle School.

The ASETO organised and promoted culturally significant activities, excursions and programs as follows:

- Year 8 and 9 boys deemed ‘at risk’, were involved during Semester 1 in a Boys’ Cultural Group, facilitated by the ACEO.
- During 2013 Reconciliation Week the ACEO’s cultural dance troupe performed, and a Reconciliation mural was created to be displayed on the college grounds.
- Aboriginal Education staff and students worked collaboratively with CHI on the Mara Wardli Community Garden Project.
- A joint Ab Ed/Flexi Centre barbeque lunch was provided for the school community to celebrate Harmony Day.
- Our students were involved in the AIME Programme at Mawson Lakes University every fortnight to participate in cultural events.
- The Aboriginal Power Cup was successful in engaging students, creating bonds with other students and showcasing possible future pathways.
- 3 Year 12 students were chosen to represent South Australia in the first Aboriginal Girls Under 18 Kick-start competition in Melbourne.
A year 8 transition program was provided for Aboriginal students and their care givers who will be joining the WGVC school community in 2014.

Awards and Attainments for Aboriginal Students

Aboriginal Power Cup – Once again we had our 2 teams registered...12 boys and 12 girls. Our girls team were awarded the Solid Team 2013 award again (which is a Power signed football) for showing great sportsmanship.

School Based Traineeships – being connected with our Vet Co-ordinator, our Transition broker and The Work-about Centre our students are lucky to be able to access school based traineeships. In 2013 one of our Year 12 students completed her traineeship with the NAB bank, 2 of our Year 12 girls completed their traineeships at SANTOS and one of our Year 11 students continued with his traineeship at the Botanic Gardens and should complete that this year.

AFL Aboriginal Girls Kickstart Competition – Melbourne Thanks to the 2013 Aboriginal Power Cup 3 of our Year 12 students were chosen to represent SA in the first Aboriginal Girls U18 Kick-start competition which was held in Melbourne

Year 12 Aboriginal Students Celebration – We had 7 AB-ED students complete Year 12 in 2013

Presentation Night – Student Awards – Many of our students and the Wiltja students achieved awards.

Mentoring and tutoring

- APAS and ASMP funding has allowed the Aboriginal students to receive mentoring and tutoring once again in 2013
- This has been a successful program and has assisted the good work already being done by our ACEO and ASETO.
- Our male ACEO has had a positive influence on the male Aboriginal students has been wonderful. He has introduced and mentored our junior students in cultural Aboriginal Education and music, especially the didgeridoo.

Our Aboriginal students went on to the following destinations

- Flinders University – Psychology Honours
- DECD traineeship
- Department of Planning, Transport and Infrastructure traineeship
- SANTOS administration
- SANFL Sports traineeship
- Transition mentoring through the Work-about Centre

Attendance

The data provided summarises the attendance of students during semester 1 and is a comparison over the last 3 years.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Year 8</td>
<td>78.4</td>
</tr>
<tr>
<td>Year 9</td>
<td>74.8</td>
</tr>
<tr>
<td>Year 10</td>
<td>73.4</td>
</tr>
<tr>
<td>Year 11</td>
<td>75.1</td>
</tr>
<tr>
<td>Year 12</td>
<td>83.5</td>
</tr>
</tbody>
</table>
WINDSOR GARDENS VOCATIONAL COLLEGE believes that success is strongly linked to attendance. Consequently, we have an Attendance Policy, with clearly explained expectations of students and responsibilities for staff and parents. We work with parents to ensure their child is at school and see this as a joint responsibility.

The following are some of the major strategies used to communicate and change any non-attendance:

- Parents/Caregivers are asked to support the attendance policy and what it aims to achieve
- Parents/Caregivers of students are strongly encouraged to make contact by phone, email, SMS or diary to explain absences as soon as possible and when possible prior to absences
- The college uses an SMS messaging system to alert parents/caregivers if their child is absent
- Care group teachers will contact parents to discuss any absences
- Care group teachers also monitor patterns of absences and alert the Year Level Manager if there is a concern
- The Year Level Manager will then follow this through with the student/family
- The college advises Centrelink of any regular non-attendance, which may affect a student’s allowance
- The college uses on-line attendance methods for all lessons as well as daily attendance and the college will contact parents/caregivers if a student is absent from any lesson without permission
- Students will be given after school detention for any unauthorised absence from lessons
- Department of Education and Child Development Attendance Officers are notified if a student is persistently absent without any known reason
- The college organises meetings with students and parents/caregivers to discuss and resolve any issues interfering with a student’s attendance in order to bring about improved attendance

We will continue to review our strategies to improve attendance but also believe that the better our learning programs the more likely students will attend.

**VET Achievement , VET Certificates and Destination Information 2013.**

<table>
<thead>
<tr>
<th>VET Certificate Area</th>
<th>VET Certificate Resulting</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total enrolled</td>
<td>PA</td>
</tr>
<tr>
<td>Construction (Cert II)</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Business Practice (Cert II)</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Business Practice (Cert III)</td>
<td>N/A</td>
<td>-</td>
</tr>
<tr>
<td>Community Services (Cert II)</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Hospitality - Kitchen Operations (Cert I)</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Hospitality – Front of House (Cert I)</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Hospitality – Kitchen Operations (Cert II)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Hospitality – Front of House (Cert II)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Creative Industries (Cert II)</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Retail (Cert I)</td>
<td>N/A</td>
<td>-</td>
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<tr>
<td>Skilled Metals (Cert I – Engineering)</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Sports Recreation Stage 1 (Cert II)</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Sports Recreation Stage 2 (Cert II)</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>University – Arts</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>University Sciences</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Training Certificates</td>
<td>44</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL 2013</strong></td>
<td><strong>223</strong></td>
<td><strong>132</strong></td>
</tr>
<tr>
<td><strong>TOTAL 2012</strong></td>
<td><strong>211</strong></td>
<td><strong>108</strong></td>
</tr>
</tbody>
</table>

Code Abbreviations:  
School Based Apprenticeships / Traineeships – SBA/T

**Industry Partners 2013**

Windsor Gardens Vocational College has formed extremely productive and invaluable partnerships with over 100 companies.

The partnerships have been developed for different purposes.

**Industry Alliances**, provide critical support and advice to our Stage 1 pathways/VET courses.

**Mentoring Alliances**, provide mentoring to students through work placements.

**Industry Sponsors**, support us financially or with goods for different college events.

**Community Partners**, the agencies in the community that support the health and well being of all our students.

Our major **Industry Sponsor** is Bianco Building Supplies.

The following are our **Industry Alliances** for each pathway.
A report on the data and trends related to incidents of violence and bullying

The data of 2012/2013 reveal some interesting developments. The major one being that social media i.e. Facebook and twitter were the contributing factor to most of the bullying and violence incidents in 2012/13. The majority of incidents in these cases were from factors relating outside of the college.

When dissecting the data there was only 2% of bullying that related from school incidents. The violence data related to two main incidents where intruders came onto the school grounds from pre meditated fights and this was from Facebook cyber bullying that started after school hours. This was in term 2 of 2013. You can see from the figures of term 3 and 4 the numbers declined.

The consequence count was down in 2013 as compared to 2012 from 42 to 37 as the college was able to resolve the issues a great deal quicker and received support from the police community liaison group that supports the college.

Bullying data is way down as the college has a very thorough procedure of parent meetings and consequences for students that are caught bullying.

A report from the Governing Council, including major decisions and achievements

Governing Council 2013. The role of the Windsor Gardens Vocational College Governing Council is to support planning, policy formation and decision making to ensure the provision of quality care and education in our college, to this end the Governing Council and leadership of the college work in partnership to support the learning needs of our students.

Key points of discussion were regular updates on the progress of the Site Learning Priorities, the progress of renovations and building projects in the college and the general reputation, perceptions and knowledge of the college in the local community and renewal of the uniform policy with new items and in particular a new
dress. The Governing Council was crucial in meeting with the Principal to highlight the future directions for the College.

This past year has been another busy year for the Governing Council. Decisions and achievements of the Governing Council for 2013 include:

- Approval of school closure days
- Approval of the 2013 budget
- Approval of the Materials and Services Charges for 2013
- Approval to write off outstanding debt
- Building and improvements
- Discussion and approval of the school fees
- Discussion and decision making with regard to school grounds and maintenance
- Discussion and formulation of School Policies
- Discussion of School Context Statement
- Discussion of student results and implications for our school
- Discussion on the Gonski report
- Discussion regarding the BYOD scheme
- Discussion regarding the new curriculum
- General support to the management of the school
- Involvement in open day
- Involvement in the Hillcrest Community Fair to promote our college
- Oversight of the School budget
- Parliament house visit
- Site improvement plan
- Successful learning Policy

Governing Council is comprised of elected parent and staff representatives along with the Principal who is an ex-officio member. The Governing Councils’ constitution states: “The object of the Council is to involve the school community in the governance of the school to strengthen and support public education in the community.” The Principal and the Governing Council have joint responsibility for this governance. Our Governing Council consists of a representative from each of our 4 council teams. All four Governing Council Teams are open to all parents and are voluntary. They are:

**Community Liaison Team.**
Parents and community members leading the way to greater participation of other parents and community members in the college life

**Finance Team.**
Responsible for oversight of the college budget and the financial policies of the college

**Teaching and Learning Team.**
Parents’ connection with in-depth discussion of curriculum provision and planning within Windsor Gardens Vocational College

**Yurrakaityarindi.**
Aboriginal parents group supporting the successful schooling of Aboriginal students
The Governing Council is scheduled to meet twice per term (including the AGM). The 2012 Governing Council met for the last time in February 2013. The AGM for 2013 was held on Tuesday 6th March. At this meeting team members were nominated and accepted each of the teams representative who sat on Governing Council. The AGM for 2014 is scheduled for Wednesday 5th March 2014.

**Governing Council Membership**

<table>
<thead>
<tr>
<th>Member’s Name</th>
<th>Member’s Role</th>
<th>Meetings held</th>
<th>8 Number attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annemarie Gill</td>
<td>Parent, Chairperson</td>
<td></td>
<td>5</td>
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<tr>
<td>John McCallum</td>
<td>Parent, Treasurer</td>
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<tr>
<td>Maggie Cooper</td>
<td>Parent – Teaching &amp; Learning Team</td>
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<tr>
<td>Pas Cutri</td>
<td>Parent – Community Liaison Team</td>
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<tr>
<td>Ingrid Milson</td>
<td>Parent – Teaching &amp; Learning Team</td>
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<tr>
<td>Eileen Noble</td>
<td>Parent – Community Liaison Team</td>
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<tr>
<td>Brenda Rogerson</td>
<td>ACEO – Yurrekaityarindi</td>
<td></td>
<td>5</td>
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<tr>
<td>Sean Fletcher</td>
<td>Elected staff representative</td>
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<tr>
<td>Paulette Sargent</td>
<td>Principal, ex-officio</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>(Petre Papageorgiou)</td>
<td>A/Principal, ex-officio</td>
<td></td>
<td>2</td>
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<tr>
<td>Carlye Tuckwell</td>
<td>Business Manager, Secretary</td>
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<td>6</td>
</tr>
<tr>
<td>Jenevieve Foster</td>
<td>Assistant Principal, ex-officio</td>
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<td>5</td>
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<tr>
<td>Celina McKenzie</td>
<td>Assistant Principal, ex-officio</td>
<td></td>
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<tr>
<td>Robyn Geraghty MP</td>
<td>Community Rep</td>
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<tr>
<td>Dana Wortley</td>
<td>Community Rep</td>
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</tbody>
</table>

**Staff Information**

**Teacher Qualifications**

Qualification Level Number of Qualifications Bachelor Degrees 47, or Diplomas 25 – Total: 72
Post Graduate Qualifications, 8 Graduate Diplomas, 8 Masters and 3 teachers with Honours Degrees.
All teaching staff at the college has the required teaching qualifications and are registered with the Teachers Registration Board of South Australia.
All SSO’s and volunteers had police checks and were up to date with their mandatory requirements for their work in schools.

**Workforce Composition**

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>0</td>
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<tr>
<td>Non Indigenous</td>
<td>51</td>
</tr>
<tr>
<td>Indigenous</td>
<td>2</td>
</tr>
<tr>
<td>Non Indigenous</td>
<td>26</td>
</tr>
</tbody>
</table>

**Teacher Retention**

In 2013 we had 51 teachers, a mixture of full-time and part-time staff. During 2013, 2 teachers left the college. One was Tony Griffin a valued Tech Studies teacher who has taken LSL for 2014 and retiring at the end of 2104 and the other was Dino Pocaro who retired at the end of October 2013. In 2013 we welcomed 1 new permanent staff member, Tony Zimbardi into a Tech Studies position.
**Teacher Attendance**
The average teaching staff’s attendance was high this year. There continued to be a significant number of days staff needed to take for family leave – especially in caring for young children and ageing parents. Staff average absence through illness, however, was only 2% of the total working days.

**Workforce Composition**
In 2013 we had 51 teaching/leadership staff, most of whom were full time. We had 28 support staff, many of whom were part time. Six worked as Deaf Tutors supporting our Deaf and Hearing Impaired students. Two staff were Aboriginal, working as Aboriginal Secondary Community Education Transition Officers with our Aboriginal students, families and local Aboriginal community. We had a Youth Worker who works mainly with our Senior School students. We had several community members, past students and teaching students working part time as tutors and learning mentors, some of whom were Aboriginal and some Hearing Impaired.

**Expenditure and Teacher Participation in Professional Learning**
In 2013 we funded teachers and support staff to attend external Professional Development, released individuals and teams for planning and development and funded costs associated with the professional learning we organised and ran internally. This meant the college helped pay for conference fees and the cost of replacing teachers for the day, if released from their classes. This also included the compulsory T and D for DECD staff, Curriculum Development for Australian Curriculum and the SACE, Teach SA RE-skilling of a teacher into the Maths area for the second year, Teacher Mentoring for leadership and many days of professional learning to support the delivery of the VET certificates. The total expenditure was $78,294. This comprised $41,190 from the school budget and $37,105 from the state government and other agencies to support professional learning.

**College Income and Funding Sources**
The college is mainly funded by state government with an annual income determined by the number of enrolments. We also seek and gain specific purpose one-off grants, as they come available, to support specific groups of students or developments in the college, including renovations of our facilities. These grants are from both the state and federal governments. The following details the 2013 income and its origin

- **State Government Education Income** $ 6,866,294
- **State Government Grants** $ 278,867
- **Federal Government Grants** $ 172,417
- **Private Grants (supporting students)** $ 10,119

Prepared by Paulette Sargent [Principal]
Wednesday, 5 March 2014