Our school at a glance

Students
The school enrolments for 2011 number 610 from Years 7-12. The school had declining enrolments from 2004 to 2009 and increased in 2010 but decreased in 2011. Students’ enrolling from designated feeder schools has contributed to this trend. The school services a predominantly low SES community and has a diverse school population with 64 Indigenous students (approximately 11% of the student population). This fluctuates during the year as some students are transient. The retention of Aboriginal students in senior secondary is low.

Staff
Willyama High School is fortunate to have a dedicated, highly trained and professional group of teachers, ancillary and support staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Priority Schools Program
Our school in 2011 was supported by Priority Schools Program in both a funding allocation of $77,300 and a staffing allocation of 1.7 based on student numbers. There were a number of strategies and activities supported with this funding including:

- Purchasing software that has assisted students learning in numeracy
- Providing a period allowance for Reaching Across Secondary Program (RASP) Coordinator to enhance operation of the joint schools initiative to widen the curriculum for senior students
- Investigate curriculum alternatives that resulted in the introduction of itrain for those students at risk in Year 11.
- Continue to develop extra curricula support and activities to enhance student outcomes
- Implement a review of scope and sequence, programs and assessment processes of each KLA area, ensuring syllabus outcomes are met and assessed appropriately
- Purchase resources for literacy and numeracy within faculties as well as the In school teacher professional learning centre
- Continue to support Xsel students by establishing a class coordinator that mentors these students

National Partnership
We were fortunate in 2011 to continue receiving Federal Government National Partnership funding. This has allowed extra programs to be implemented. The FASTcentre or Free After School Tuition has been very successful and attended by many students who have benefited through extra assistance with homework, assignments’ and individual help with concepts that they may have found difficult.

There was a focus on numeracy and literacy across the Key Learning Areas with the appointment of additional staff to facilitate programs to support students to improve their learning outcomes. Numeracy enrichment groups for a range of students across years 7 to 9 have been very beneficial; students have been challenged and extended.

This year has seen some innovations with specific focus on improving the quality of teaching and learning including literacy and numeracy across the curriculum. Staff has been supported with additional time for professional learning to evaluate their teaching, the curriculum and use assessment to inform their teaching and learning to improve student outcomes.

xsel at Willyama High school
In 2012 four students were involved in xsel – the NSW Western Region Virtual Selective High School. Two new students to the program, entered in Year 7 to join students of Year 8. The aim of the xsel program is to extend students who have demonstrated exceptional capabilities in the subjects of Maths, Science and English.

Students engaged in daily lessons via a virtual classroom (called a ‘synopps’) with other students and teachers around the Western Region. They submitted classwork and assignments regularly online using the xsel Moodle page. Science practical lessons were timetabled with a Science teacher at
Willyama High School to assist and supervise students with experiments.

The students travelled to Dubbo once a term to take part in Residential Camps with other xsel students and teachers. This was a great opportunity to make friends with students from other schools and take part in enrichment activities. All four xsel students took part in University Competitions throughout the year and were awarded Distinctions and Credits in a number of areas. The students quickly developed independent learning skills and the ability to use a wide variety of technology. They thoroughly enjoyed the challenging activities set by the xsel teachers, but also appreciated being a part of the Willyama High School community in other subjects and extra-curricular activities.

**University of Sydney Rural Health Partnership**

In 2011 Willyama High School worked in conjunction with the University of Sydney in a pilot program aimed at targeting the misconceptions and stigmas attached to living with Asthma. The awareness campaign began with eight Willyama High School students visiting the University’s campus in Broken Hill where they undertook a full day training course conducted by four University of Sydney pharmaceutical students and a local pharmacist.

Subsequently the eight Willyama Students returned to school where they ran 4 tutorial sessions with 20 students from a similar class under the guidance of the four University of Sydney undergraduates. Later these students developed intuitive methods including roles plays and rap songs to communicate the key messages to other students during a school assembly, and later for the Dean of University of Sydney during a visit later that month.

During this meeting with the Dean, Willyama High School began planning a visit to the University of Sydney for interested students in the final school week of 2011. During this visit the students were shown around the Anatomy and Histology Department and were able to build on their limited knowledge of anatomy. Students were allowed to view human bones as well as limbs and body parts not available in any school setting. Students were taught about these items by current University students and lecturers. Willyama students were amazed at all aspects of the afternoon visit and many agreed it was the highlight or second highlight of the excursion behind learning to surf.

I believe this excursion was incredibly beneficial to both University and Willyama students and a continuation of this program would be an excellent step for both University and High School.

**Macquarie University Science Partnership**

On Thursday 22nd September, a group of Year 9 and 10 Willyama High School students took part in a field study examining historic lead emissions along rail lines outside of Broken Hill. The trip was run by Macquarie University Professor Mark Taylor and his Environmental Science students. Willyama and Broken Hill High School students assisted in the collection of soil samples and pH testing. Soil samples were then taken back to Sydney for further geochemical analysis. The Australian Government Higher Education Participation and Partnerships Program funded the collaboration with Broken Hill students. This program supports curriculum enrichment activities for rural Australian school students and is designed to focus on issues relevant to their local area.

Professor Taylor returned to Willyama High School to present the findings of the study. This was a very interesting presentation with valuable insights into the scientific process. He also announced that Taylor Robinson, of Year 9, had been successful in her Scholarship application to attend the Science Experience at Macquarie University in Sydney from 18th–20th January, 2012.

Working with Macquarie University provided insights into life as a University student and potential career pathways in Environmental Science. It was fantastic for students to gain hands on experience in a relevant context.

**Student achievement in 2011**

We are proud of Jacka Hicks who achieved the honour of being in the Distinguished Achiever List for the Higher School Certificate coming 5th in the state in French Beginners. There were pleasing results from the Music HSC class being in the top 25% of the state and the PDHPE HSC class who were in the top 40% of the state.

**Principal’s message**
Willyama seeks to provide a truly comprehensive education for all students to enable the realisation of individual potential and we applaud students who work hard and achieve their personal best to excel in their educational, sporting and cultural endeavours.

Teachers at Willyama set high standards for every student and believe that learning is most powerful when there is a caring and supportive environment where students are valued as individuals and they experience success. Students are challenged and extended and encouraged to set goals for themselves and to make a contribution to others. Teachers continually assess what students can do and plan their teaching to maximise student potential. Casual and temporary teachers are invaluable and provide continuity when teachers are sick or on leave and their efforts are appreciated.

We have had many new teachers who need support in their first few years of teaching and I would like to thank the Head Teacher Mentor Mr Rob Devoy who has done a wonderful job in mentoring them and providing support for them to achieve their accreditation through the Institute of Teachers. I would like to publicly thank all teachers for their hard work and dedication to educating the fine young people as future citizens of Broken Hill.

I would also like to acknowledge and thank the excellent work of the administrative staff and student learning support officers for their dedication and hard work; they have assisted students contributing to the efficient running of the school. There are many teachers and support staff who work incredibly hard for the students of this school, quietly and often without the recognition they deserve. They consistently give more than their job requires of them. I am constantly amazed by their efforts to provide that little extra for students and I am certainly proud to have worked with them.

Students have the opportunity to participate in a wide variety of activities that enhances their learning. Examples of these include state and national swimming championships, state athletics, football (all codes), basketball, netball, softball, cricket, music, drama, art, debating, English competitions, Pedal Prix, International song and dance academy’s, Lions Youth of the Year, Love Bites Program, Bell Shakespeare Theatre Company, Film industry talks, excursions to Kinchega National Park and the Flinders Ranges were well attended.

**Students at Flinders Ranges Excursion**

We have been fortunate to update the learning environment, and now have a new commercial kitchen with a vast array of industry equipment. This enables student’s experiences to learn and be trained in practical skills while developing an awareness of working in a Hospitality environment. Students and staff must meet Occupational Health & Safety (OH & S) requirements combined with industry procedures and standards so they are well prepared for their future working lives. The trade kitchen was utilised for the preparation of the food and beverage service at the school’s Year 12 graduation day. The layout of this kitchen creates an efficient and practical area for students to competently achieve this type of event and there will be further opportunities next year.

Students were fortunate to be part of the luncheon at the Royal Flying Doctor (RFD) base for Crown Princess Mary’s recent visit. A small group of Hospitality and Food Technology students experienced what it is like to be part of a professional catering team and interact with the local community as Food and Beverage staff. They all achieved a great level of skill and made the school and the staff very proud.
Hospitality students

A new construction workshop has been built and will be completed and ready for use early in 2012. This gives student’s state of the arc facilities and an opportunity to learn skills to gain accreditation that will help them attain work in the future.

The Library continues to be the centre of learning where students can access a variety of resources including access to the internet to enhance their learning. ‘Clickview’ software managed by the Library has been successful and has proven to be very user friendly for staff to access multimedia presentations through interactive whiteboards in most classrooms. Senior students also utilise the top floor of the library as the senior study to focus on their learning supported by teaching staff.

In English students had the opportunity to enter numerous creative writing, poetry and Livewire competitions. The Bell Shakespeare Company performed for students from Willyama and the North Primary School. Visiting writers and poets have shared their expertise with many of our students. Screen Australia offered free screenings of Australian movies to our students and the PBL team used this as a reward for students who have demonstrated respect, responsibility and cooperation. The English KLA also hosted a beginning teacher from America for a term where sharing the curriculum and expertise enhanced the learning of staff and students.

We were very proud of Raynor Hicks who won the regional and State Lions Club Youth of the Year and also a National Finalist which was held in Launceston. The 6 finalists toured Australia including Broken Hill in January as guests of the local Lions Club. Congratulations to an outstanding student as she continues her tertiary study and I encourage other students to participate in this event in 2012.

Willyama students won the Science and Engineering Challenge in Cobar and went to the next level at Newcastle and came fourth in the top division and second in the public sector - a great achievement. Congratulations to ElyssiaOldsen who achieved Top of the State in the Brain Bee Challenge. Students were chosen to attend the Newcastle University as part of the Girls Choices Summer Camp. Students were also involved in the Macquarie University research on lead of the local area.

A pilot program in Health Literacy with the Year 10 PDHPE class and The University of Sydney in Broken Hill was very successful. Pharmacy students as part of their work placement implemented a Triple A program, resulting in a student performance that educated the school on Asthma. I hope this expands in 2012 as it was an authentic task that informed students of future career options.

Music is very strong and students have the opportunity to perform at a concert at the end of each term. The concert held at the Civic Centre midyear included music, drama and dance students which were outstanding – the best I have seen.
Senior students performing at Assembly

Sport continues to be strong at Willyama with many students representing their school at regional and state level and achieving their personal best. Another initiative in 2011 was a runners group where students regularly trained in the morning and participated in competitions.

Another initiative encouraging and facilitating Environmental Education was launched in 2011 with an awareness of the importance for sustainable practices which were implemented within the school. Staff and students worked collaboratively developing sustainable practices with recycling bins being used successfully and further activities will be pursued in 2012.

Thanks to the P & C for supporting the school and funding a number of projects that assisted the students at Willyama. They have purchased Virtual Babies; these are electronic babies that simulate a real baby, so students experience firsthand how to care for a baby. This is a component of the new Child Studies course which was introduced in 2011 proving very popular and will extend to Year 10 in 2012.

P &C Funds have provided lockers, refurbished classrooms for PDHPE, computers for the library and supported many students to attend excursions and I thank them for enhancing the facilities for student learning. I appreciate the support from the parents of the P & C and I invite parents to attend the P & C meetings held on the first Tuesday of every month in the school library. This is an excellent way to find out what is happening in the school and an opportunity to be part of the decisions that support students.

The school magazine, Willyama Whispers, has published articles about all our students’ achievements throughout the year. This has promoted students work and I would like to thank Mrs Noela Jones and Administrative staff for their coordination of this excellent newsletter.

The curriculum collaboration called RASP (Reaching across Schools Program) with Broken Hill High School provides the broadest choice of subjects for our senior students. Subjects delivered through RASP this year have been Physics, Software Design Development, Music, Agriculture and Sports Coaching. In 2012 the subjects will expand to include Society and Culture, Food Technology, Senior Science and Engineering.

Primary students sat the selective high school test in 2010 and there were two more students enrolling at Willyama High School that gained entry and selection for the Western Region Xsel Virtual High School. This brings the total to four students who receive lessons from teachers via virtual space to provide enrichment and extension lessons in the three core subjects of English, Maths and Science. This allowed these students to stay in their home school participating in mainstream lessons in other subjects. They have also attended a residential camp twice to work with their fellow Virtual classmates. This innovative program has benefited these students to excel.

Our school has an extensive transition program with the local primary schools. The Year 7 Adviser for 2012 worked tirelessly to ensure the smooth operation of our transition program. He visited our feeder schools of Alma Public School, Morgan Street Public School and North Public School to speak with students, parents and teachers. Year 6 students from those schools have experienced a ‘taste’ of high school through lesson deliveries, sporting challenges, and peer support and orientation days. A numeracy enrichment day was well attended and was won by Morgan Street Public School.

The school has strong links with the Western Institute of TAFE, community organisations and is well supported by industry in the delivery of a full range of accredited Vocational Education and Training (VET) programs. Students selected one of the following Hospitality, Metals & Engineering, Construction, Hairdressing, Electro technology, Automotive and Outdoor Recreation to receive either a Statement of Attainment or Certificate 11 at the completion of their course.
The resources for teaching and learning continue to change where staff and students use an interactive whiteboard that connects to the internet and classes at other schools through video conferencing. We have been fortunate to have access to 3 video conference rooms and the majority of classrooms have an interactive whiteboard enhancing quality learning for the students.

The SRC continues to provide strong leadership and I would like to thank all our student leaders for 2011. They have carried themselves well and have been excellent ambassadors for Willyama. They are proud of their school and have a strong sense of citizenship and have been actively involved in actioning change to make the school a better place.

This year saw the introduction of School Captains Desley Edwards and Chris Vlatko and Vice Captains Heath Caldwell and April Demery led school assemblies and sports carnivals, attended functions and represented the school admirably. They did an outstanding job and I wish the School Captains Sarah Ridley and Jacka Hicks and Vice Captains are Cassie McEvoy and Hayden Zammit all the best for their leadership in 2012.

Students in Years 9 to 11 have laptops. They have used these to support their learning in class and at home. This has widened the world of knowledge for students and suits young people’s style of learning. I encourage all students to make sure they charge their laptops daily and use this resource as a tool to enhance their learning.

Attendance has been a concern with a large number of students arriving late to school and some have had considerable time absent without legitimate reason. If students have one day off a week it doesn’t seem like much, but over the year that is equivalent to 40 days or 8 weeks. It makes it extremely hard for students if they miss work and even harder to catch up and they often give up. I encourage parents to limit time away from school so that students are not disadvantaged.

Day 8 has been operating for a number of years with a variety of options available for students. In 2011 Year 10 continued their work experience, however for the other years more time was provided in the core areas of English, Maths and Science as an important strategy to improve student outcomes.

The school has provided some alternative programs for students who were struggling with the normal school environment. Students have accessed these through a variety of community agencies including Robinson college Links to Learning, Skillshare, LETS employment and Mission Australia. They have learnt skills that help them reengage with school as well as acquiring skills for future work. These links will continue in 2012 to meet the changing needs of students.

The school continues to evaluate its student welfare programs to enhance support strategies to ensure that a student is safe, secure and as supported. The Student Support and the Welfare Teams work in tandem and are made up of staff from across the school as well as district personnel and outside welfare agencies who meet weekly to discuss student concerns and refer students for additional support. Thank you to those people involved with the additional support programs, each servicing a different need and complements the work of each other. Youth Connections, Mission Australia, Skillshare and LETS have mentored students at risk of leaving school and provided alternative pathways for those who have dropped out or are disengaged for whatever reason.

The focus on PBL (Positive Behaviour for learning) is a systems approach that has improved behaviours. This has been led by an active team of teachers who believe that the explicit teaching of these behaviours benefits the students, school and community. They are taught explicit behaviours based on the values of respect, responsibility and cooperation. Students have shown responsibility, by being in the right place at the right time, being prepared for all lessons and doing their personal best. They have shown respect through their speech and actions, simply by treating others as they would like to be treated. As young adults they have cooperated through team work and most importantly consider and help others. Finally by wearing the school uniform, students show they are proud to be a member of Willyama High School.

The expected behaviours have been rewarded frequently through positive feedback, champion tickets, prizes and excursions. Coupled with a revamped academic merit system students are regularly rewarded for their achievements and this has resulted in a changed culture within the school.
The school also reviewed the Merit System in tandem with PBL and has implemented strategies to acknowledge students achievements and encourage them to achieve their personal best in learning. There has been positive move towards staff and students setting and achieving high expectations.

The directions for 2011/12 are outlined in the school management plan on the school website. The focus is to:

- Enhance student achievement
- Develop responsible student behaviour
- Develop teacher knowledge and skills
- Align the curriculum, improve assessments to inform teaching and learning.

I would like to congratulate those students who received awards at Willyama’s Presentation Night. They were recognised for their hard work, commitment and high achievements throughout the year.

It has been a great privilege leading the school, working with staff, students, parents and the community to facilitate educational opportunities that values diversity, effort and achievement. Thank you for making my time as relieving principal a rewarding and enjoyable experience. I shall miss the Willyama community and wish everyone the best for the future.

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

Shirley Ellis (Relieving Principal)

P & C message

P & C contributions during this period included but were not limited to the following:

- Donation to the School’s Positive Behaviour for Learning Program (PBL)
- Donation to the School’s Literacy Team Program

Monies were also provided to:

1. cover the tuning and service of the schools 6 pianos
2. purchase reward to students who participated in office duty
3. purchase a 6 month subscription to an on-line math’s program
4. purchase signage letters for the outdoor notice board
5. purchase 2 new computers for the library
6. purchase interactive dolls for the family studies class
7. contribute to replacing the school photocopier
8. contribute to the renovation for the PES room.
9. various donations towards student excursions
10. Support costs of speech night.

Willyama High School P & C meetings are a great opportunity for the school community to keep up to date with and be involved in happenings within the school, and parents, carers and community members are encouraged to attend.

On behalf of the P & C I would like to thank Chris Boatswain for her dedication to the running of the Willyama Canteen. Without the work of Chris, the volunteers and the SRC helpers, the P & C would not have the funds for projects at the school that benefit our children during their time at the school.

Kathy Pryor - P & C President

Student representative’s message

Last year, the Student Representative Council (SRC) of Willyama High School participated in many fundraisers and events in both the school and wider community. The SRC had a major goal to host an SRC week in which funds were raised to support initiatives for the staff and students.

We hosted two successful school socials as well as promoting Valentine’s Day by selling rose’s to students. Concerts were held at the end of each term to celebrate and showcase the talent of students and the SRC ran canteens at the 2nd and 3rd term concerts. Students love to have an excuse not to wear school uniform and we promoted a SRC mufti day.
The funds raised from these events were used for the purpose of supporting PBL, financial assistance for students in years 8, 9 and 10 to attend the Science and Engineering Super challenge in Newcastle, and financial assistance for the boy’s cricket team to compete in Adelaide. 2011 also saw the arrival of the lockers purchased by the SRC to complement those purchased by the P&C previously. Well received by students who were able to rent a locker for the year. Further fundraisers were conducted to benefit the wider local and national communities. These were the Red Shield Appeal for the Salvation Army, a Heart Foundation Mufti Day and the International Women’s Day Breakfast. Students on the SRC also attended local, regional & state SRC conferences & the local Youth Forum.

Ben Mills - SRC President

SRC Coordinators with School Leaders

School context

Student information

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

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Student Enrolment Profile

Enrolments have fluctuated between 650 and 600 over the past 5 years but have decreased below 600 in 2011. There has been an increase in the number of Indigenous students enrolled from 2010 to 2011.

Student attendance profile

There was an increase in attendance rates for Years 7, 9, 10 and 12 from 2010 but decrease in year 8 and 11. Attendance rates, however, still remain below the state and regional average.

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Management of non-attendance

Evaluation of procedures for monitoring non-attendance saw enhanced procedures implemented through a new policy of “Where here 2 Stay”. Electronic roll marking continued and teachers consistently followed up student absences or truancies through phone calls to parents, sms messages and letters. Additional interventions have been trialed and coordinated by 3 additional staff employed through National Partnership Program.

Retention to Year 12

The number of students staying on from the School Certificate to Year 12 decreased in 2011 and was below state average.

Post-school destinations

99 Students completed the School Certificate and of this cohort 56 completed their Higher School Certificate. Of the remaining students 1 completed full time distance education, 4 transferred to another school, 3 to TAFE, 1 went overseas, 5 went interstate, and 15 moved into full time employment, 14 were apprentices or trainees.

Year 12 students undertaking vocational or trade training

25 students completed vocational or trade courses in the HSC. 50% of students who were enrolled in vocational courses left before achieving their HSC.

Year 12 students attaining HSC or equivalent vocational educational qualification

56% of students attained the HSC or equivalent vocational qualification. 14% continued in an apprenticeship or traineeship.

Staff information

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

Staff establishment

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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are two Aboriginal staff members at Willyama High School. These positions were made up of Aboriginal Education Officer and an Aboriginal Education Worker. The latter was employed through National Partnership funding.

Willyama has employed an additional 5 teaching staff and 1 SASS staff as part of National Partnerships to facilitate programs to support student learning.
Staff retention

In 2011, Willyama HS had twelve New Scheme Teachers (NST’s) in their first year of teaching. This consisted of seven permanent staff and five temporary appointments. A further eighteen teachers in their first five years of teaching are also on staff including temporary appointments.

Willyama HS has for 2011-12 a 1.0 appointment of a Head Teacher Mentor as per the Teacher Mentor Program. The HT Mentor has coordinated the Willyama HS NST Induction program and provided further in class support and feedback to the NST’s as well as providing specific support and guidance to the Principal and school executive throughout the year. NST’s were supported through the Institute of Teachers Accreditation and DEC Teachers Certificate processes.

All of the NST’s involved in the process successfully met all requirements and are currently waiting on confirmation of accreditation.

A large number of staff has greater than 5 years’ experience but 55% are in their first three years of teaching. 6% of staff transferred to other locations and one retirement. Due to the falling numbers there was a nominated transfer.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
</tbody>
</table>

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 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td>Income</td>
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</tr>
<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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Expenditure

<table>
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<tr>
<th>Teaching &amp; learning</th>
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<tbody>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>79987.59</td>
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<tr>
<td>Capital programs</td>
<td>25786.14</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1,406,664.98</td>
</tr>
</tbody>
</table>

Balance carried forward        | 459,358.87 |
Achievements in Creative and Performing Arts

Music

Individual and group musical performances are always a feature at School Assemblies and at concert at the end of each term. The Choir also performs at Presentation night and SRC Ceremonies. The RASP Program in Music last year proved a challenge for both Staff and Students experiencing difficulties with limited face to face performances. The expectation is a high standard of achievement in all years and has resulted in outstanding results in the Higher School Certificate in 2011.

Visual Arts

Students demonstrate their artistic skills and have entered Artworks in a variety of competitions, at national and state level. HSC students displayed their major works at the regional Art Gallery in collaboration with Broken Hill High School and TAFE with some outstanding works. Student works are also exhibited around the school, library and front office. Mrs A Jones as a member of the Curriculum Planning Team was instrumental in offering Photography, Video and Digital Media for Stage 6 and Photography and Digital Media for Stage 5 which has proven popular and commenced\'s in 2012.

Drama

The creative talents of student while performing as demonstrated for the first time at the School Concert held at the Entertainment Centre. Students were also fortunate to go on an excursion where they experienced firsthand many skills for drama.

Year 12 students performing at assembly

Proud Year 12 students with their Major Works

Year 9 Students at the Trapeze in Sydney
**Sport**

Years 7-10 undertake compulsory Sport on a weekly basis ranging from a number of activities including Swimming and Aquatic activities, Gymnastics, Lawn Bowls, Weights and Fitness, Zumba, Tennis and many assorted team games such as Basketball, Soccer, Cricket, Badminton, Soccer and Volleyball. This program utilises the skills and expertise of the PDHPE staff along with many community organisations and local sporting venues in Broken Hill.

The Annual Swimming, Athletics and Cross Country carnivals saw many personal best achievements were highlighted for the students. It also gave the student body an opportunity to participate in activities they may not normally achieve in, both individually and as a sporting team. Here, School House spirit was able to be embraced and students were able to experience a true sense of belonging.

Willyama High School students took part in West Darling Regional Carnivals in Swimming, Athletics and Cross Country sports. Willyama High School was the champion school in Swimming and Athletics for 2011. It also produced Regional Sporting Age Champions and many broken records and personal best achievements.

Competing in the Swimming Carnival

15 year old Ellysia Oldsen met with much success at the NSW Combined High Schools State Swimming Championships in Sydney. She won three State titles and achieved them in personal best times. She then went on to compete and meet with success at the NSW All School Swimming Championships and represented New South Wales in August at the School Sport Australia Swimming Championships in Melbourne. Here she won four National Medals!

Teams were entered in the following NSW State Competitions; the Alan Davidson Shield Cricket Competition, the Australian Rules Under 15 Swan Shield Competition and Knockout Soccer.

Many Willyama High School students were members of West Darling Regional Sporting teams for 2011 in boys and girls Basketball, boys AFL and girls Netball. They also competed against other local high school (BHHS) in Interschool Competitions in boys Soccer, boys and girls Cricket and boys and girls Australian Rules Football. They also competed in the Annual Adelaide High School Cricket Exchange.

**Girls Cricket**

Approximately 30 students were part of the Willyama High School Running Group who ran every Tuesday and Thursday mornings before school under the guidance of PDHPE teacher Scott Shephard. These students trained for and competed in local event ‘The Living Desert Dash Fun Run’. They were also a highlighted feature in the ‘Gold Coast Airport Marathon’ documentary that went to air on national television in 2011.

**Cross Country**
Year 7 students participated in the NSW Premiers Sporting Challenge through their compulsory PDHPE lessons to encourage participation levels in adolescents. They also participated in the Adidas School Fun Run and raised money for the school to purchase new sporting equipment.

Willyama High School students assisted in the coordination of the ‘Dream, Believe, Achieve’ Rugby League Program in 2011.

**Pedal Prix**

The Pedal Prix team competed in the Australian HPV Super Series at Murray Bridge SA and the RACV Energy Breakthrough at Maryborough in Victoria. A combined 1300 kilometers was completed over the 48 hour period. Willyama was placed 9th in their category at the RACV Energy Breakthrough. Team was committed, dedicated and trained 2 days a week during terms 2, 3 and 4.

**Industrial Technology HSC Timber Projects**

The Industrial Technology students as part of their major works for the Higher School Certificate design and produce a timber product of their choice.

**Academic**

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

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

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

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

and/or
Literacy – NAPLAN Year 7

- **Year 7 Reading**
  - Percentage in bands:
  - Bands 4 to 9
  - Graph showing percentage of students in each band with different categories indicated.

- **Year 7 Writing**
  - Percentage in bands:
  - Bands 4 to 9
  - Graph showing percentage of students in each band with different categories indicated.

- **Year 7 Spelling**
  - Percentage in bands:
  - School Average 2008-2011
  - SSG % in Band 2011
  - State DEC % in Band 2011

- **Year 7 Grammar & Punctuation**
  - Percentage in bands:
  - School Average 2008-2011
  - SSG % in Band 2011
  - State DEC % in Band 2011

Numeracy – NAPLAN Year 7
Literacy – NAPLAN Year 9

- Year 7 Numeracy
- Year 9 Reading
- Year 9 Writing
- Year 9 Spelling
Progress in literacy

It was pleasing to see progress in Literacy across the school due to the positive interventions provided by the Literacy HT and Coordinator.

Year 9 Reading showed a decrease in bands 5 & 6 (bottom bands) and increase in bands 7 & 8 (middle bands).

Year 9 Spelling showed a reduction in Band 5 by 13% and increase in band 6 by 5% and bands 7 & 8 by 6% and band 9 by 2%.

Year 9 Grammar and Punctuation showed reduction in band 5 and increase in band 7 & 8 by 15%.

It is difficult to compare the data in Writing as it changed from narrative to persuasive text in 2011.

The school continues to focus on improving literacy.

Progress in numeracy

It was pleasing to see progress in Numeracy also due to the positive interventions provided by the Numeracy HT and Coordinator and the focus on Numeracy in all subjects.

There was a 10% increase in Year 7 students achieving bands 8 & 9.

Year 9 showed a reduction in the bands 5 & 6 (bottom bands) and an increase in Band 7 & 8 (middle bands).

55.1% of Year 9 students achieved expected growth in Numeracy.

The average scaled score growth in Year 9 students in numeracy was 40.9 compared to 39.58 for the state (all students).

25% of Willyama HS Year 9 Aboriginal students achieved expected growth in Numeracy in 2011.

The school continues to focus on improving numeracy skills of all students.
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
In comparison to previous years in English there was a decrease in band 2 and 4 and an increase in band 5. Science saw a reduction in band 3 & 4 and an increase in band 5. Mathematics showed an increase in band 2 and decrease in band 3 and increase in band 6.

The School Certificate relative performance from Year 5 (value adding) saw an increase in English, Science, Australian History, Geography, Civics and Citizenship and a minimal reduction in Mathematics.
Higher School Certificate

In 2011 there was a significant improvement in the middle performance bands compared to previous 5 years.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The percentage of students achieving at or above the minimum standard in Year 7 saw an increase in Spelling but a decrease in the other areas compared to previous years.

The percentage of students achieving at or above the minimum standard in Year 9 saw a decrease in Reading, writing and increase in spelling, grammar & punctuation, and numeracy.

Significant programs and initiatives

Aboriginal education

Aboriginal students at Willyama High School have been given access to a number of in-school programs to help meet classroom, region and state requirements. The NortaNorta program was run once again with a Teacher employed to assist students in Year 11 and Year 12 with their assessment tasks, assignments, class work and homework. Tutors have also been engaged
through the Norta Norte program and Low SES National Partnership funding to assist students in Years 7-10. Aboriginal students have appreciated the assistance on offer and worked hard at completing all classroom requirements. There were mixed results for Aboriginal students in NAPLAN for Year 7 and Year 9 in both Literacy and Numeracy. Unfortunately there is still an over representation of Aboriginal students in the bottom performance bands in both Literacy and Numeracy, however there were some highlights including Year 7 Aboriginal students who were 43 scale scores above the state average growth in Numeracy.

Late in 2010, a Dare to Lead community snapshot was held. This involved community members, staff members, parents and students discussing the role of the school and its approach to Aboriginal education. From this, a number of initiatives were introduced in 2011. An Aboriginal Education Team (AET) was formed and meets on a regular basis to discuss and plan for action in regards to Aboriginal Education. The WHS Aboriginal Education Policy has been rewritten in accordance to the Aboriginal Education and Training Policy. A Personalised Learning Plan (PLP) policy was also written by the AET using the Aboriginal Education and Training Strategy 2009-12 as a guideline. This policy is ready for full implementation in 2012. There was a focus of increasing the profile of Aboriginality at WHS in 2011, with the school flying the Aboriginal flag on a daily basis and ‘Acknowledgement of Country’ being held at every school assembly. A copy of the formal Apology is also displayed in the school foyer.

A number of areas were identified by the AET to be worked on throughout 2011. These involved cultural awareness training, improved Personal Learning Plans for students, integrated Aboriginal perspectives in the curriculum, engaging the community and the development of common set of cultural affirmations that recognize and show respect for the local Aboriginal culture. These are all works in progress, however steps have been made in the right direction, and all members of the WHS school community are working towards a common goal of ‘closing the gap’ between indigenous and non-indigenous students. For example, all Year 7 and 8 students have updated PLP’s with the target of all students to have new PLP’s by the end of 2012. These PLP’s will act as living, working documents and will be with students from the time they enter WHS to the time they leave.

NAIDOC Week was again celebrated in our school and numerous activities were held. The highlight was the Oztag Gala Day, bringing all indigenous students together for a day of sporting activities. Willyama High School has a proud reconciliation strategy that we have used for a number of years involving the inclusion of non-indigenous friends to participate in most Aboriginal events. We continue to build partnerships and projects with various community groups to give our Aboriginal students access and opportunities such as the Nursing Academy, Aboriginal health, Aboriginal police liaison unit and Aboriginal University recruitment ventures.

**Multicultural education**

5 new staff completed the ARCO training in 2011. This team was able to review practices a procedures in the school to support cultural diversity. They were supported through the Agile Minds curriculum alignment and development process. All Key Learning Areas have received training on how to ensure they have incorporated multicultural & inclusive teaching and learning strategies in their programs and ensure anti-discrimination and diversity components fit into each program they teach.

The schools hard work and dedication to the implementation of PBL also showed a strong commitment to Multicultural education based on the schools core values that have been explicitly taught to the students focusing on Respecting others and valuing difference and diversity.

A major focus for 2011 with regard to student welfare was to improve opportunities for student learning through the alignment of policy and practice of the Welfare, Learning Support and Positive Behaviour 4 Learning teams. It was identified that these inter-related committees need to be working together to improve the learning outcomes for all students.

Student wellbeing and health were catered for in numerous ways throughout the year with a diverse range of extracurricular and educational activities provided. These included the Drug and Alcohol Youth Forum, Peer Support training and The Love Bites training. In addition to specific training sessions, each year group was supported by a separate and dedicated Year Advisor who
attended weekly welfare meetings to identify not only the welfare supports required but to assist in the co-ordination for a unified approach with the Learning Support team and other school personnel to improve learning outcomes for the individual students. School councillor support was also available providing individual support for students as appropriate.

The Student Support scheme (SSS) was fully implemented during 2011 and provided an opportunity for a small team of staff and students to work in a “mentor” capacity. Mentor staff were able to discuss any aspect of the student’s signed and marked monitoring book. This mentor roll has aligned with the philosophy associated with PBL and looks at the collection of Data and supporting change through education.

With the official launch of PBL taking place and a major overhaul of the schools merit system and student success is now celebrated at weekly assemblies.

National partnership programs

FAST – Free After School Tutoring

The “FAST” Free After School Tutoring (Homework) Centre continued as an important initiative within the school. The centre was open to all students in the school Library after the “official” school day was finished. This was a great opportunity for students across the school to utilise the time after school to complete homework tasks, assessment tasks, study or revise in a safe, fully resourced environment. It also provided students with an opportunity to have fun while participating in educational games that were facilitated by the staff employed at the FAST Centre. The attendance at the FAST centre varied throughout the year but reached its greatest numbers as exams and assessment tasks were due.

Positive BehaviourFor Learning

PBL (Positive Behaviour for Learning) links a broad range of whole school strategies to achieve important social and learning outcomes while preventing problem behaviour. It aims to maximise student achievement by improving the learning environment of the school and the classroom. Students are taught how to behave in accordance with the expectations of the school and have their positive behaviours acknowledged.

We have linked these expectations to the Willyama High School Values of Respect, Responsibility and Cooperation that were developed with staff, student and community consultation. These systems aim to reduce discipline issues and promote a climate of greater productivity, safety and learning.

The official launch for Positive Behaviour for Learning in term 2 saw Willyama High School embrace the “Willyama Champions” concept through a series of explicit lessons conducted to educate students about the core values of the school. The rewards and incentives for students who are following the schools values were extremely well received. This was highlighted by 3000 tickets being received for the end of year “Mega Draw” to win vouchers from local business. The PBL process will be continued into 2012 and beyond with a focus on improving the learning environment of our students through continued development of sustainable systems.

Proud recipient of a reward for Positive Behaviour given out at Assembly

Other programs

LINKS 2 LEARNING

Links to learning is a very successful program which was held across two semesters in partnership with Robinson College. This program provided the opportunity for twelve boys to complete additional school to work qualifications such as First Aid certificates, OH&S White Cards, Certificate 1 in Business and complete TAFE taster courses. The program was topped off with a graduation ceremony at which Local Member John Williams presented the participants with their certificates.
Circus Skill
This program was provided to assist with the transition of students from Year 6 into Year 7. The lessons ran for identified Year 7 students each week and focused on building self-esteem, dealing with difficult people and the Values of Willyama High School. This gave students time to build relationships with different staff, discuss issues in an open environment and build essential skills to assist in the transition to high school.

Aruma Lodge – School to Community Links Program
2011 was another successful year for the Aruma Lodge School to Community program with a group of four girls completing the program. A highlight of this program was a volunteer being asked to not only continue their work at the lodge but to complete a traineeship. The girls’ weekly visits to the lodge saw them develop a range of communication and work skills that will benefit them in the future.

Boys’ and Girls’ Education
Through the Agile Minds Curriculum Alignment and Development process, all Key Learning Areas have received training on how to ensure they have incorporated gender inclusive teaching and learning strategies in their programs and to ensure anti-discrimination and diversity components fit into each program they teach.

The girls’ advisor position was actively promoted and involved in the schools Learning Support Team/Welfare Team and provided social and academic support to girls across the school.

Additional transition support for at risk female students was provided through the ISTB program. As part of this program a ‘Girls Group’ was held weekly. The partnerships mentor program for indigenous girls in Year 10 had a high degree of success and helped strengthen ties between feeder primary schools and the transition to high school for the four students involved.

BOB’S
“Building on Basics” lessons were the result of evolution from 2010 Year 7 Values lessons. These lessons provided an opportunity for both Year 7 and 8 to participate in a range of regular special lessons that focused on building knowledge of not only the specific school values but complemented social skills work that may be occurring in PDHPE or other welfare based initiatives.

Other Programs & Community Partnerships
Other successful programs included the continued partnership between Willyama High School, LETS Employment and the Broken Hill Skills Centre where students completed a welding course. This course provided an adult learning environment for at risk youth aged 15 years or over. Students gained recognition for OH&S along with a range of welding competencies.

Mission Australia’s relationship with Willyama High School has continued to grow in 2011. Mission Australia not only provided support in case management but ran proactive programssuch as Boys’ and Girls’ self-esteem groups for identified at risk youth.

Programs for students with additional educational needs
The Learning Support Team identified and assisted 46 students across Year 7 – Year 10 with additional educational support to access the class content and achieve outcomes more successfully. These students had the opportunity to receive assistance from the Support Teacher Learning Assistance in withdrawal groups where they were able to focus on building their literacy skills which directly improved their ability to access the curriculum successfully. In addition to this, students had Student Learning Support Officer support in some classes that they particularly experienced difficulty in. To further aid these students, the Learning Support Team provided professional support for teachers to assist them in building professional skills and strategies to cater more effectively for all students in their classrooms.

Parent participation was actively sought for involvement in the planning and support process for students with additional learning support needs. As required many students had Learning Support Plans developed in consultation with parents and relevant people which ensured the most relevant and accurate focus was included for each student. Where possible this involved a round table meeting with parents, students, Learning Support, teachers and other relevant people for the student. When face to face meetings were not possible, communication was maintained via the phone to ensure parent
participation was encouraged and maintained throughout.

This year has seen great evolution at Willyama High School in the building of the school culture to embrace an inclusive environment for all students regardless of ability and need. Students from the Support Unit experienced integration in numerous subjects which was embraced by these KLA’s. The ongoing development of whole school knowledge and up skilling of teachers to support a more positive inclusive setting for all students has proven to be a challenge but one that has been accepted and actively pursued by the school and its staff.

New Experience for Deaf Students

In 2011 two students from Broken Hill attended the annual Deaf Camp along with 150 other hearing impaired students at Point Wolstoncroft. It was a very exciting camp for deaf high school students from NSW and ACT as it allows them to make friends, do activities and become more independent. On arrival clear expectations were outlined to students and then placed in groups. There were two activities per day, which included: archery, rock climbing, BMX riding, kayaking, high ropes, giant swing and damper cooking.

During the camp, students were given plenty of free time in between activities to socialize. This gave them time to learn Auslan (sign language) from other students, as well as play giant snakes and ladders! After dinner, they participated in activities such as disco night, games night, watching the State Of Origin Match and market night.

Thanks to the Lions Club of Mt Druitt and Broken Hill for sponsoring these students.

Progress on 2011 targets

Target 1

Improve the reading, writing and grammar skills of all students in Year 7-10

Strategies to achieve this target include:

- Establish HT/Coordinator Literacy to lead and develop whole school literacy strategies
- Provide professional development on NAPLAN analysis for staff to inform their teaching practice
- Train more staff in R2L and evaluate its progress
- Evaluate and improve roles and procedures in operating FAST centre
- Extend support for targeted students through STLA
- Small group withdrawal
- Access Denison Moodle
- Purchase Ipads to assist student learning for low achieving and GAT students

Our achievements include:

A Head Teacher Miss Ingrid Seck and Coordinator Mrs Jo Hirst for Literacy have led the development of literacy strategies and resources and have worked with faculties identifying and developing subject specific strategies. They have worked with staff enhancing literacy outcomes across the school. Staff has been trained and has utilized NAPLAN data to inform their teaching practice.

Additional staff members have been trained in R2L with growth in spelling and punctuation.

During 2011 the Literacy Team’s target areas were improving the reading and writing skills of all Year 7 and Year 9 students. The objective was to help students gain the essential skills to achieve their best in the NAPLAN test. The focus at the beginning of 2011 was for the team to work with small groups of students, from Years 7 and 9, using a variety of strategies including Reading to Learn, questioning styles and specific writing techniques. At the end of Term 1 the team evaluated their strategy and found that even though most students had shown improvement this setup within the school was not sustainable.

These revision processes lead the Literacy Team to assess the area of most need within the school. It was established that if the team worked with staff they would be able to achieve the results they were striving for as well as having a sustainable program within the school. The team began to work with a variety of Key Learning Areas to empower staff in teaching a number of literacy strategies. The first strategy
implemented was the production of a ‘Persuasive Writing Booklet’ which showed staff how to teach persuasive writing in five lessons. Next, the Team worked with individual staff to give support and discuss strategies in relation to their personal and professional needs. These strategies continued for the rest of 2011.

2012 brings a new challenge for the Literacy Team. The target areas are the same as 2011 but the objectives are broader. Term 1 will see the team supporting a number of faculties implementing new programs based around persuasive writing techniques and specific reading comprehension strategies. These programs have been written after carefully analysis of Smart data results from previous years. The second half of 2012 will see the Team working with staff to produce writing booklets that will show how to teach each text type in a five lesson structure. The Team will also be working with individual staff during their professional learning periods to develop their skills in a variety of areas relating to reading, writing, spelling, grammar and punctuation.

**Target 2**

Increase numeracy performance of all students in Year 7-10 and provide opportunities to extend and challenge students

Strategies to achieve this target include:

- Establish HT/Coordinator Numeracy to lead and develop whole school numeracy strategies
- Provide professional development on NAPLAN analysis for staff to inform their teaching practice
- Evaluate and improve roles and procedures in operating FAST centre
- Support to GAT students for extension
- Small group withdrawal
- Access Denison Moodle
- Purchase and promote laptops and software to assist learning for low achieving students

Our achievements include:

In 2011, a Head Teacher Numeracy Mr Cameron Wells and Numeracy Coordinator Mrs Sophie Scroope were employed under the National Partnerships Low SES initiative. The main focus for Mr Wells and Mrs Scroope was to improve the overall numeracy levels of students across the school and there was evidence of success with this, particularly in Year 9 NAPLAN where 55% of students achieved expected growth, 10% above the schools target.

A number of initiatives were introduced by Numeracy Head Teacher and Coordinator, including:

Working with KLA’s across the school on incorporating numeracy content into their teaching program. This was done using the Plan, Do, Study, Act (PDSA) cycle, and involved team teaching, planning lesson activities and resources and advising KLA’s on how to best approach the numeracy dealt with in their KLA. This initiative was extremely valuable for all staff at WHS and will continue in 2012.

Gifted and Talented students were withdrawn from regular classes to work on enrichment/extension activities.

Students from regular classes were withdrawn to work on developmental activities. These students were identified as requiring extra assistance and were worked with once a week on numeracy activities. This was only done in semester 1 and was then discontinued as it was found to be more beneficial for the HT Numeracy or Numeracy Coordinator to go into the classroom and work with the students who needed extra support.

Numeracy workshops with Year 7 and Year 9 addressing areas of weakness identified through SMART Data.

A gifted and talented program was run with the three feeder schools (Morgan Street PS, North PS and Alma PS) during term 3 which culminated in a Numeracy enrichment day held at WHS, where students competed against one another in a series of challenging numeracy activities. Students from Morgan Street PS were winners on the day.

Working with the Mathematics faculty on effective programming and registration and including rich tasks such as those from Maths300 into teaching programs. A number of lessons and resources have been created that are allowing Mathematics to be a much more hands on and applicable subject at WHS.
A teacher and tutor employed as part of NortaNorta supported Aboriginal students with their learning in Literacy and Numeracy and with subject specific for senior students. Personal Learning Plans were commenced but need further development in 2012.

**Target 4**

*Improve value adding for all students and Increase the number of band 5 & 6 in SC and HSC in 2011*

Strategies to achieve this target include:

- Develop alternative programs for students at risk

Our achievements include:

A Head Teacher Engagement and Retention Mr Simeon Kloczko has led and successfully implemented PBL within the school. This has enabled staff and students to have clear expectations while implementing the values of RESPECT, RESPONSIBILITY AND COOPERATION. This has been enhanced with the Values lessons being taught in Year 7 & 8.

The executive and Staff roles and responsibilities were reviewed, clarified and action plans developed and implemented. This led to improved efficiency within the school.

The welfare and discipline policies have been reviewed and procedures were trialed and implemented. Discipline procedures are being consistently implemented by all personnel. A Student Support Program has assisted those students at risk with a variety of interventions.

Transition from Year 6 into 7 was reviewed collaboratively by the Welfare Team. The Year 7 Advisor led activities that enabled students to experience enrichment activities as well as experience what life was like at High School supported by senior students. Year 10 into 11 students were timetabled and supported with staff to assist their learning and assessments in the Senior Study.

An alternative program *itrain* was developed for those students struggling with school. They accessed a different schooling where TAFE and Community College and school collaborated so that students attained their Preliminary HSC Certificate.

A teacher and tutor employed as part of NortaNorta supported Aboriginal students with their learning in Literacy and Numeracy and with subject specific for senior students. Personal Learning Plans were commenced but need further development in 2012.
• Appoint DP Professional Learning to lead, develop and implement a whole school scope and sequence and professional learning program to enhance teaching and learning.

• Provide staff with structured professional learning for allocated periods based on teacher needs through PLP’s

• Provide professional learning for staff to evaluate and align programs, assessment and reporting to meet DET/BOS requirements (Agile Minds)

• Provide support and direction for all students in time management and learning practices

Our achievements include:

• Professional learning has been led by Mr Grant Shepherd and has proved to be most effective for staff as they have been reflective in their teaching practice and has resulted in improved quality of teaching and student outcomes. Staff has evaluated curriculum and developed scope and sequences ensuring they are Board of Studies and Department of Education and Communities compliant. This process to develop assessments and programs that will improve teaching and learning continues in 2012.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of

Changes in schools’ systems and practices as a result of participation in the Low SES School Communities National Partnership

Curriculum Mapping and Alignment

Consultants from Agile Minds have been employed to conduct expert professional learning with all teachers on curriculum mapping and alignment. Through this process, teachers have worked together to align curriculum, pedagogy, assessment and reporting in order to provide more effective education and decrease the opportunity for dysfunction in one or more of these areas. Consultants Head Teachers were initially trained in composing a scope and sequence followed by all teachers on the School Development Day in Term 3 2011. 93% of teachers surveyed agreed that they had learnt how to compose a scope and sequence that is BOS/DEC compliant.

Following this training, teachers have worked together to plan and develop Board Of Studies compliant scope and sequences initially for all Stage 4 subjects. This involved deconstructing relevant syllabus documents and mapping cross curriculum content to specific outcomes and units of work. Outcomes were also mapped to specific bands levels based on Blooms Taxonomy and a scope and sequence for each unit of work was created. 89% of teachers surveyed stated that they found the professional learning on curriculum mapping to be beneficial (7% didn’t know).

Head Teachers completed training on assessment during a two day workshop in Term 4 2011 with a view to implementing with KLA staff on a School Development Day in Term 1 2012. These assessment practices will then be developed or modified for all stages. These assessment practices will then be embedded into all KLA practices across the school. Programming will be addressed in Term 2 2012 along with the National Curriculum.

The process of curriculum mapping and alignment has enhanced the knowledge and skills of staff, improved consistency with processes and procedures and consequently improved accountability. When completed, this will be a valuable, and sustainable, change to practices enhancing the explicit, consistent teaching of skills across the whole school curriculum.

Positive Behaviour for Learning

National Partnerships has provided the time which has enabled staff, led by the Head Teacher Engagement, to implement the Positive BehaviourFor Learning (PBL) process at Willyama High School and maintain it as a top 3 priority within the school plan (one of the three identified critical success criteria identified within PBL).

The allocated release time has allowed a level of fidelity to be created which has enabled the staff to develop sustainable whole school systems and processes to improve the student learning
100% of students surveyed in 2011 were able to accurately identify the 3 core values: Respect, Responsibility and Cooperation.

Adapting the PBL model to work under the Plan, Do, Study, Act (PDSA) cycle of the Partnerships process aims to embed data-based decision making into managing school culture and welfare issues. Bi-weekly meetings are now conducted by the PBL team (team represents the whole school community) that provides a forum for a data-based discussion, evaluation and planning of future direction for student welfare and school culture. 87% of student responses indicated ‘agree’ or ‘strongly agree’ that they have been taught what acceptable behaviour is.

Regular positive informal acknowledgement for appropriate and good behaviour is a focus. Champion Tickets are used to give immediate feedback and Weekly Prize draws and Incentive prizes allow for whole school recognition. PBL and the “Free and Frequent” rewards have been identified by students as one of the 3 most successful things at WHS. The Merit system has been reviewed to recognize the achievement of students academically, culturally, sporting and community and supports the concept of positive learning outcomes. This has provided a forum for continuous cultural change, lifting the expectations of behavior and educational goals for all.

**Literacy and Numeracy**

Appointment of Head Teacher and Teacher Coordinator

Appointment of Head Teacher and Teacher Coordinator for Literacy and Numeracy has led to a whole school focus to improve the quality of teaching and learning. They have developed and implemented a variety of strategies to support and train staff in KLA’s including professional learning activities to explicitly teach literacy and numeracy strategies and resources to be embedded into KLA teaching programs.

A number of strategies have been trialed throughout the year including team teaching, withdrawal of targeted students, extension and enrichment activities, NAPLAN analysis and practice and explicit teaching of basic literacy and numeracy skills needed in everyday life.

This has contributed to whole school focus on the importance of literacy and numeracy and made all staff aware of the literacy and numeracy requirements that are part of their KLA curriculum. Staffs have felt empowered to embrace change within their classrooms. This is an ongoing change, particularly with a large turnover of staff at Willyama, and more time is needed to build a sustainable model that is embedded into the school culture. We believe with continued implementation of the strategies listed above numeracy and literacy will be addressed across the school in an effective manner and the full benefit of this change will evolve.

**Curriculum - English**

**Background**

The English Key Learning Area has the responsibility for teaching English in Years 7-12, inclusive.

The evaluation process included:

- The head teacher TARS process
- An examination of necessary policy documents, programs and records
- A review of resources available

**Findings and conclusions**

During 2011 the English Key Learning Area had five teachers including the head teacher. There is a considerable diversity of experience amongst the staff.

The Key Learning Area is responsible for teaching students who are high academic achievers and to students who experience significant learning difficulties.

In 2011 the KLA introduced the English Studies course into the curriculum in year 11. This course was strongly supported by student numbers and is an integral part many students pattern of study.

The English KLA presents many extra-curricular opportunities through involvement in English competitions such as UCAC English, Spelling and Writing competitions. These are strongly supported by students and are an integral part of the school culture.

Results in 2011 were commendable and underpin the relevance of the KLA within the school.
All teachers in the KLA have taken the opportunity to be engaged in appropriate school plan aligned professional learning activities and the development of Scope and sequence as well as development of curriculum aligned and mapped assessment.

It is important that continued involvement in professional learning takes place, especially in relation to the senior syllabus and assessment procedure and practices in senior courses. Regular accessing of Board of Studies information, especially information relating to standards is essential.

All the required Key Learning Area policies are personally available to all staff, centrally filed and a complete set held by the principal. The policies are clear, relevant, workable and consistent with overall school and DET policy requirements.

A comprehensive evaluation of all aspects of the senior assessment practices and procedures was undertaken during the head teacher’s TARS process. The senior assessment policy and guidelines for the Key Learning Area are comprehensive and consistent with the school’s policy requirement.

A centralised file exists within the Key Learning Area which contains appropriate, necessary and relevant information. The assessment processes are understood by students and parents/carers and the practices are aligned with the school’s policy on assessment. The reporting process which supports the assessment system clearly communicates information about student achievement and development.

The KLA is adequately resourced to meet the needs of the students and in particular the new senior syllabus requirements. Appropriate and necessary technology is available for the teaching of the senior courses.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

Student surveys have indicated that 64% of students were satisfied with Willyama High School.

100% of students surveyed knew the school values.

98% of parents surveyed support the school values.

98% of teachers surveyed have taught the school behavior expectations and/or rules to students this year.

The responses to the Dare to Lead recommendations for Aboriginal Education showed 64% of teachers indicated that they believe the school supports Aboriginal students adequately and 73% stated they cater for the needs of Aboriginal students in their classes.

63% of parents stated that all cultural groups are respected and reflected in school practices and activities.

80% of Teachers believe that training has improved their ability to utilize technology including notebook and smartboard and 67% have frequently used smartboard in their classroom teaching practices.

**Professional learning**

There has been a significant increase in the amount of professional learning undertaken by teachers in 2011. This has been largely due to the establishment of a number of key positions in the school mainly through National Partnerships funding.

These positions include:

- Deputy Principal – Professional Learning
- Head Teacher – Engagement
- Head Teacher – Literacy
- Literacy Coordinator
- Head Teacher – Numeracy
- Numeracy Coordinator
- Connected Learning Coordinator (District resource)

The main role of the Deputy Principal (Professional Learning) was to lead, plan and facilitate teacher professional learning in the school. A room was converted to a teacher Professional Learning Centre (PLC) and resourced with computers, an interactive whiteboard and appropriate tables and seating.
Teachers were allocated two periods a fortnight to participate in ongoing, structured professional learning. Professional Learning Groups (PLGs) were formed with 5-6 teachers from across different KLAs within the school. These groups met once a fortnight and they were able to share valuable knowledge and expertise in a variety of areas.

The other period was used for individual professional learning as identified and planned by teachers in their Individual Professional Learning Plans (IPLPs) at the start of the year. This period was also used to help implement whole school focuses such as curriculum mapping and alignment which was undertaken as a major project by the school throughout 2011.

Consultants from Agile Minds were employed to conduct expert professional learning with all teachers on curriculum mapping and alignment. Through this process, teachers have worked together to align curriculum, pedagogy, assessment and reporting in order to provide more effective education and decrease the opportunity for dysfunction in one or more of these areas. All teachers were trained in composing a BOS/DEC compliant scope and sequence and practised these skills by working together to plan and develop scope and sequences initially for all Stage 4 subjects. Head Teachers also completed training in developing assessment tasks and marking guidelines during Term 4 with a view to implementing it with their KLA staff on a School Development Day in Term 1 2012.

Some other examples of professional learning undertaken by staff throughout the year included:

- completion of mandatory training in areas such as child protection, first aid and anaphylaxis.
- training, led by the literacy and numeracy teams, in developing and integrating literacy and numeracy strategies into teaching programs across the school
- training provided by the Connected Learning Coordinator in utilising and developing resources for interactive whiteboards.
- Reading To Learn training by a number of teachers to improve literacy strategies
- online training in utilising NAPLAN data to inform teaching and learning
- training in the Quality Teaching Framework
- training in Positive Behaviour for Learning (PBL), including attendance at ‘PBL on Show’
- participation in professional learning provided by virtual faculties in English and Mathematics
- the Team Leadership for School Improvement (TL4SI) course undertaken by Head Teachers and aspiring leaders within the school
- attendance at various annual conferences to provide up to date, subject-specific professional learning

The average expenditure in 2011 per teacher on professional learning at the school level was $1240 per staff member.

Directions for 2012 include the continuation of National Partnerships positions and the professional learning structure established in 2011. The curriculum mapping and alignment process will continue with expert training for all teachers in assessment and programming. Teachers will practise these skills in developing aligned scope and sequences, programs and assessment tasks across all stages. There will also be an increased focus on developing literacy, numeracy and student engagement strategies in Professional Learning Groups.

School planning 2012—2014

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

School priority 1
Outcome for 2012—2014

Improve the literacy performance of all Year 7 students particularly in reading and writing.

2012 Targets to achieve this outcome include:
• Decrease the percentage of Year 9 students in the bottom 2 bands in NAPLAN writing from 53% to 48% in 2012.

• Increase the percentage of Year 9 students in the top 2 bands in NAPLAN writing from 6% to 11% in 2012.

• Decrease the percentage of students in the bottom 2 bands in NAPLAN reading from 36% in Year 7 2010 to 31% in Year 9 2012.

**Strategies to achieve these targets include:**

• Reappoint Head Teacher Literacy/HSIE and appoint Literacy Coordinator

• Work with English and HSIE KLA’s to implement literacy strategies in programs, units and lessons

• Work with KLA’s to link literacy strategies taught to assessment tasks

• Implement Reading to Learn strategies in literacy groups

• NAPLAN Analysis Year 5 and Year 7

• Specific literacy lessons for Year 7 and Year 9 classes throughout the year

• Explicit teaching of paragraph writing, how to use brainstorming tools and interpretation of literal, inferred and evaluative questions

• Explicit teaching of interpreting text, including things such as identifying key terms and structure; NAPLAN Practice

• STLA working with specific students in small groups and team teaching with staff of low ability classes

**School priority 2**

**Outcome for 2012–2014**

Improve the numeracy performance of all students

**2012 Targets to achieve this outcome include:**

• Increase the percentage of Year 7 students achieving expected growth in NAPLAN numeracy from 66.2% to 70% in 2012.

• Decrease the percentage of students in the bottom 2 bands in NAPLAN numeracy from 36% in Year 7 2010 to 31% in Year 9 2012.

• Increase the percentage of students in the top 2 bands in NAPLAN numeracy from 15% in Year 7 2010 to 20% Year 9 2012.

**Strategies to achieve these targets include:**

• Reappoint Head Teacher Numeracy and appoint Numeracy Coordinator

• Work with Mathematics KLA to implement numeracy strategies in programs, units, lessons and assessment.

• Work with other KLAs within the school to assist in embedding numeracy content into teaching programs.

• Use of Maths300 teaching resources and Denison College Moodle to engage students in numeracy enrichment groups and in regular classes [Enter text here.]

• NAPLAN data accessed and analysed to inform teaching and make decisions.

• Two numeracy lessons per cycle for all Year 7 classes in preparation for NAPLAN

• Year 7, 8 & 9 Gifted and Talented class identified and worked with 1 lesson per cycle

• Explicit teaching of problem solving techniques in numeracy

• Two numeracy lessons per cycle for each Year 9 class during terms one and two in preparation for NAPLAN

• NAPLAN Workshops for all Year 9 students giving exposure to NAPLAN style questions

• Quicksmart coordinator working with identified Year 7 students twice a week.

**School Priority 3**

**Outcome for 2012–2014**

Significantly improve student learning through consistent explicit teaching and curriculum alignment in preparation for National Curriculum through professional learning.

**Strategies to achieve this outcome include:**
• Reappoint Deputy Principal Professional Learning.
• Employ teachers to create extra release time for professional learning.
• All teachers to develop IPLPs based on professional teaching standards.
• Continue the school professional learning centre.
• Additional resources to support professional learning
• Develop and implement professional learning program for all staff targeting school priority areas.
• Quality teaching workshops conducted at whole school staff meetings.
• Training for all teachers in curriculum mapping and alignment focusing initially on scope and sequences, assessments and programming.
• Time allocated during professional learning periods.
• Support from CLC in professional learning for staff
• Improved ICT skills and resources from all staff

School priority 4

Outcome for 2012–2014

Improve student attendance and engagement in Years 7-12

Strategies to achieve this outcome include:

• Reappoint Head Teacher Engagement
• Conduct school attendance audit and evaluate school attendance plan
• Student attendance monitoring through electronic roll marking and improved communication with parents.
• Ongoing training for staff about improved roll marking and attendance follow up procedures.
• Develop improved strategies for truancy
• Head Teacher Engagement leading PBL implementation within the school

• Careers advisor to organise and develop programs in work readiness for years 9-12.
• Scope and sequences in KLA’s to incorporate work enterprise component.
• Continue and refine iTrain- alternative curriculum for year 11.
• Teacher training in understanding Blooms Taxonomy to inform teaching and how to develop student skills in answering higher order questions.
• Support for Xsel students with resources and mentor

School Priority 5 – Aboriginal Education

Outcome for 2012 - 2014

• Improve the performance of Aboriginal students in Literacy, particularly reading and writing.
• Improve the performance of Aboriginal students in numeracy.
• Continue to close the gap between Aboriginal students and the rest of school population.

2012 Targets to achieve this outcome include:

• Increase the number of Aboriginal students on PLPs from 35% in 2011 to 100% in 2012.

Strategies to achieve these targets include:

• Appoint Aboriginal Education Worker to support Aboriginal students engagement and retention
• The Literacy Team liaises with AEW, AEO and STLA in regards to the needs of Aboriginal students. The literacy team choose texts that will engage and encourage Aboriginal students to read
• Uses literacy teaching strategies from 8 Ways of Knowing to enhance the learning needs of Aboriginal students verbal/narrative style of presentation
• Aboriginal students worked with during NAPLAN workshops and exposed to
numeracy through numeracy based lessons

- Formation of Aboriginal Education Team (AET) that meets regularly to discuss and plan for Aboriginal education.
- Develop a school aboriginal policy and action plan liaising with community and AECG
- Incorporate Aboriginal perspectives in teaching and learning programs.
- Employ Aboriginal tutors to support students learning and liaise with community
- Evaluate and refine a process to implement and monitor PLPs.

School Priority 6 –Leadership and Management

Outcome for 2012 - 2014

- Develop leadership skills of all staff
- Improve the management of school resources

Strategies to achieve this outcome include:

- Contribute to employment of National Partnerships Principals’ Mentor at district level
- Provide leadership training for Executive staff and aspiring leaders
- Evaluate and review structure of KLA meetings to incorporate meaningful professional learning and accountability
- Evaluate and improve the TARS/EARS process and accountability
- Evaluate management of whole school resources
- Appoint School Administrative Officer to support National Partnerships initiatives
About this report

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

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Ross Mackay          Deputy Principal Curriculum
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Simeon Kloczko       Head Teacher Engagement
Cheryl Glover        Head Teacher English
Ingrid Seck          Head Teacher Literacy/HSIE
Rob Devoy            Head Teacher Mentor
Cameron Wells        Head Teacher Numeracy
Rachel Devoy         Head Teacher PDHPE
Karen Vercoe         Head Teacher English
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

School Captains 2011

Desley Edwards and Chris Vlatko