

HIGHVIEW COLLEGE 2016 ANNUAL REPORT



www.highview.vic.edu.au

OUR SCHOOL

Highview College is an Ecumenical, Independent Co-Educational Secondary School, established through the participation of four Churches: Anglican, Catholic, Church of Christ and Uniting. The school is located in Maryborough, Central Victoria, and offers quality education at a low cost.

Highview College is a member of the Victorian Ecumenical System of Schools (VESS) and a member of Independent Schools Victoria (ISV).

OUR VISION

Highview College provides an ecumenical and accessible educational environment that fosters the pursuit of excellence by all.

OUR MISSION

Highview College is a community where staff and students interact to foster optimal growth of each individual.

The College aims to provide an environment which:

- Facilitates the development of Christian values such as honesty, responsibility, integrity and compassion
- Develops an appreciation and understanding of Christian faith and spirituality
- Fosters full academic achievement, and the ability to think logically and creatively
- Enables students to view education as a life-long process
- Facilitates and encourages the development of self-confidence within a safe, happy and nurturing community.

OUR VALUES

Growth
Respect
Aspiration
Compassion
Excellence

2016 Principal's Report

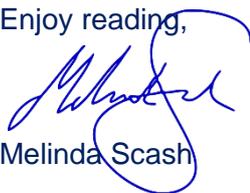
I commend the work of the Board, the professionalism of the Highview College staff and the persistence of the students in our care. The last 12 months reflect significant achievement for Highview College and the culmination of plans, some of which were underway, well before I commenced as Principal:

- The establishment of three sub schools, a concept introduced by Stuart Glascott in 2015, has been embraced and fostered
- The move from XUNO to SEQTA as our learning platform, a decision made in 2015, was trialled ready for implementation in 2017
- The Pastoral Care Team developed the Highview College Pastoral Care Program, DELTA, which has its roots in enriching Professional Learning completed by them, before I became Principal
- School Carnivals are once again celebrations of student participation and School Spirit
- The Strategic Plan, developed in consultation with interested stakeholders was developed in 2016, and is in place and driving our focus on STEM and a strong foundation in Years 7-10
- Our Masterplan, was developed in consultation with interested stakeholders in 2016, has led to a vision for the development of the Highview College Campus

The success of the last 12 months is the success of all stakeholders with vision and passion for this unique School. Those successes are presented in this report, through the reflections of those with responsibility for leading Highview College Teams.

I commend these reports to you.

Enjoy reading,



Melinda Scash

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GOVERNANCE DEVELOPMENTS

STRATEGIC PLAN DEVELOPMENT & PROGRESS

In 2016, the College Board engaged Reverend Mark Vincent from 'Insight Plus' to lead the School through a Strategic Planning process. This process included consultation with students, parents, staff, Board members and community members. The resulting plan has established:

- A shared vision for Highview College through until the end of 2019
- A framework to guide the operational management of the College
- Projects to be achieved by the end of 2019

The Executive, on behalf of staff, report to the Board every six months in relation to our collective progress towards achieving the projects that were created during the strategic planning process.

MASTERPLAN DEVELOPMENT & PROGRESS

In 2016, the College Board engaged a team from 'Deicke Richards' to work with the Highview College community to develop an aspirational vision for the future development of the campus site. This process took place over several days and included consultation with all stakeholder groups. The concept drawings were done on site and the outcomes included the priorities of stakeholders.

REVISION OF THE CONSTITUTION

The Highview College constitution requires modernising and simplifying. Achieving this is a Board priority.

COLLEGE POLICIES

College Policies continue to be reviewed, amended and ratified by the Board. These are available on the staff drive and on the Highview College website.

ENROLMENTS & ADVOCACY

Highview College enrolments have been dropping since 2011. At the start of 2016, enrolments reached a low of 409 students. However, with a full Year 7 cohort we can now consolidate and increase enrolments to secure the future of the School. Every stakeholder is important in this process.

2011	2012	2013	2014	2015	2016
509	478	481	444	440	409

2016 HIGHVIEW COLLEGE BOARD

Mrs Inge Long (Chair)	Community Representative
Mrs Karissa Beaton / Mr Cory Skilton	Staff Representative
Rev Andrew Eaton	Anglican Church Representative
Mrs Penelope Harris	P&FA Representative
Mr Garry Higgins	Community Representative
Mrs Barbara Hilder	Community Representative
Ms Samantha Meerbach (Deputy)	Community Representative
Fr John Monaghan	Catholic Church Representative
Mr Eddy Ostarcevic	Community Representative
Mrs Wendy Pickering-Tyers	Staff Representative
Mrs Cleta Roughead	Community Representative
Mrs Gillian Tattersall (Deputy)	Church of Christ Representative
Mr John Williamson	Uniting Church Representative

BOARD CHAIR REPORT FOR 2016 YEARBOOK

It gives me great pleasure as Chairman of the Highview Board to present to you a brief overview of Board activities for 2016.

In January we welcomed our new Principal Ms Melinda Scash to our school. She replaced Mr Stuart Glascott who sadly left us to start up a new school as Founding High School Principal of St. Joseph's Institution International (SJII) Malaysia. Melinda has settled into Highview exceptionally well and certainly has hit the ground running.

2016 has been a busy year for the Board starting off with an in-house governance retreat in February. We had Chief Executive Michele Green from ISV (Independent Schools Victoria) speak to us as well as Professor Frank Larkins from Melbourne University and John Findlay, our Highview Auditor, from Crowe Horwath.

Late February Ms Scash and I attended a two day ISV governance seminar in Melbourne. As always, these are very informative and a good networking opportunity for myself to connect with other Chairmen.

The Highview Board went paperless in March this year with the aid of a new user friendly App developed by ISV called iSource. ISV kindly loaned the Board 10 iPads to securely access all important Board documents electronically, saving the school both time and resources.

In early May Ms Scash, Mr Plucke and I attended the VESS (Victorian Ecumenical System of Schools) AGM in Melbourne. Highview is of course one of the founding members of VESS and this was the first time Board Chairmen were invited to attend.

Our next item on the agenda was Highview's Strategic plan for 2017-2019. This was outsourced to Mark Vincent from Insight Plus. Over the course of two days in mid June the Board, together with staff, students and parents nussed out where we would like Highview to be in both short and long term time frames. A follow up session was held in early September.

Back to back was the new Master Plan for Highview. This was outsourced to the highly enthusiastic team from Deicke Richards. A whirlwind three day brainstorm in late July, again with Board, staff, students and parents, ensured that a very exciting and promising Highview will be created for students in the next few years. Both Strategic and Master Plans were ratified by the Board at the September Board meeting.

Other behind the scenes activities included reviewing and ratifying all Highview Policies and rewriting the Articles of Association for the College (Constitution). These Articles are the original ones from when the College first started in 1974 and are in desperate need of updating.

So all in all quite a busy year for the Highview Board. To say that as Chairman I'm excited about the future of Highview is an understatement. I am extremely proud and honoured to lead the governance of this great school and can't wait to see the implementation of both Strategic and Master plans to make Highview College even better for students, staff and the Highview Community.

Mrs Inge Long
Chairman
Highview College

PARENTS AND FRIENDS ASSOCIATION

Mrs Donna Bell	CHAIRPERSON
Mrs Lisa Evans	SECRETARY
Mrs Melissa Adams	TREASURER

CURRICULUM INFORMATION

2016 SEQTA – CORY SKILTON

(SEQTA Co-ordinator)

THE POWER OF SEQTA

In January 2016, Highview College made a major step towards improving the way we communicate with students, parents and guardians by replacing our previous Learning Management System, XUNO, with the market-leading SEQTA. SEQTA is an all-in-one collaborative teaching and learning ecosystem that empowers the school to change the way we see the relationship between school and home, simplifying and enriching the experience for teachers, students, and parents. The decision to make this move away from XUNO was made by staff at the end of 2015.

2016 saw the staff familiarise themselves with the basics of SEQTA, including all attendance and Pastoral Care notes being recorded in the system. A number of staff, our 'SEQTA Champions', further developed their skills by offering online lessons and allowing students an easy way to engage with and revise content. Parents in this trial were also offered unparalleled levels of access to what was happening within the classroom. These trials worked successfully, and we rolled out SEQTA fully to all staff and all families at the start of 2017.

Our use of SEQTA has started to make some important changes to the way we conduct our business, delivering benefits for all stakeholders, including:

- Increasing engagement between teachers, students, and parents – as students are able to access important course materials and notes at any time, and parents are able to view these notes and engage with their children and teachers as necessary
- Improving communication between teachers, students, and parents, allowing for a full, unhindered education 'conversation' between school and home – no longer are classrooms hidden behind doors and curtains, but the work of teachers and students is being showcased
- Online lesson delivery – richer content, with the ability for teachers to upload any number of relevant resources and notes to help students succeed, and allowing students to use SEQTA as an important revision and study tool, even when they are absent from school
- Making homework and assessment details known – relieving some of the stress for both students and parents as information is easily accessible
- Timely and relevant feedback to students – with a policy being introduced that will see the vast majority of all work marked and feedback returned to students within two weeks of it being completed, and this feedback being available via SEQTA for students and parents to review and action
- The phasing out of semester reports – as continuous feedback replaces the need for dense and confusing summative reports, and no more 'surprises' in these reports for unsuspecting parents.

Highview College is committed to ensuring that SEQTA is a major part of what we do in empowering teachers, students, and parents in the learning journey. We are currently trialing the incorporation of 'myEd', a software package that greatly improves teachers' abilities to provide dynamic online lessons and differentiate quickly for students. We are constantly exploring ways to improve our use of SEQTA and encourage our wider community to contribute in ways we can use SEQTA better.

CONTINUOUS REPORTING IN SEQTA

We are preparing to leave traditional summative (or semester) reporting in the past. In 2016 we will trial a more dynamic and enriching system of continuous reporting.

Under traditional summative reports, teachers have to collate results and feedback from a wide range of tasks and convert these into feedback for the semester reports. Often, this will result in dense and confusing reports that say very little about the academic and development journey the child has taken throughout the year. These summative reports are often hard to read for parents, hard to understand for students, and even harder to write for teachers.

Continuous reporting sees teachers upload results and feedback to SEQTA, making these available to students and parents shortly after the assessment task is complete. This is powerful for a number of reasons, including:

- Quick feedback allows students to implement feedback in their next pieces of assessment
- Feedback can never be 'lost', as it is stored in SEQTA for the entirety of the child's enrolment at Highview College
- Parents have access to this feedback as soon as teachers make it available, and they are able to discuss this feedback with their children and their teachers
- Feedback and results for all subjects are available in one place

As 2016 draws to a close, we will be communicating with parents and guardians further about the changes they will see in summative reports. Our new summative reports will feature just one entry per subject in junior year levels, with an overall grade given. Our VCE and VET subjects will also include results of outcomes and competencies as required. This change is a positive one for all within the school by empowering teachers to provide timely and relevant feedback to parents, empowering students to act on feedback quickly and effectively, and empowering parents with up-to-date knowledge of how their children are performing.

SCIENCE DEVELOPMENTS - ANDREA YOUREN

(Head of Sciences)

STEM PRIORITY

In the past 12 months, the Science Faculty at Highview College has fully embraced and committed to the 'STEM in Schools' initiative (Science, Technology, Engineering and Maths). The Science staff team has been very active in promoting STEM and organising activities for our students, both within the classroom and through co-curricular opportunities.

7-10 STEM EXCURSIONS

Students in the past year have been involved in a number of exciting STEM excursions. Year 9 and 10 girls were offered the opportunity to attend two 2016 'Emerging Science, Technology, Engineering and Maths (STEM) for Women Programs' held at Ecolinc Science & Technology Centre in Bacchus Marsh. The day consisted of guest speakers including Jade Hameister, the youngest person in history to ski to the North Pole. These days also included a range of workshops and a STEM Careers sessions where the students met, spoke with, and learnt from, a range of women in STEM fields, about career pathway opportunities and courses available.

Highview also offered Year 9 and 10 students the opportunity to attend two LEAP excursions involving hands-on STEM activities and promotion of STEM careers run by Monash University. The first excursion was to Federation University where there was a focus on

careers in the medical profession. The second LEAP excursion was to Ecolinc Environmental Centre in Bacchus Marsh and focused on the Science of Summer with students participating in workshops creating sunscreen and testing sugar levels in summer fruits.

MORE TIME FOR SCIENCE

In 2017, Highview College will increase the amount of weekly time committed to students undertaking Science subjects significantly from Years 7 - 9. This time increase is allowing Science staff to increase the number of practical and hands-on opportunities for students, to enhance their learning of the content.

YEAR 9 SCIENCE ELECTIVES

At Year 9, students also have the opportunity to undertake an extra Science elective 'Forensic Science'. This is a hands-on semester-long elective, investigating the techniques involved in Forensic Science. This elective continues to be popular with students and runs in both semesters.

INCREASES IN SENIOR SCIENCE NUMBERS

The number of students electing to study Physics, Chemistry, Psychology and Biology at Years 10 and into VCE has increased from 49 to 61. We are tracking enrolments in Year 11 Science subjects to illustrate trends over time.

Subject	2015	2016
Biology	19	19
Chemistry	8	12
Physics	8	4
Psychology	14	26
Total	49	61

TECHNOLOGY IN SCIENCE

In the past year, the Highview Science staff has focused on further integrating technology into our daily teaching. At Years 7 – 10, Science students no longer purchase text books. Instead, staff have started utilising the 'STILE' Education app in their classes. STILE is a program that was designed by Dr Alan Finkel, Australia's Chief Scientist. The STILE Education app consists of classroom-ready interactive lessons based on cutting-edge Science as reported by Cosmos Magazine. Students access the app on their laptops and complete and submit tasks online. This allows students to access work despite absence and provides extra resources for those wishing to undertake further research. Science teachers have undergone extensive professional training to allow them to incorporate this worthy program into their teaching.

The VCE Science students have had the option of utilising 'Study On', a program that allows students to complete weekly online exam questions from previous VCAA exams as a revision tool. This allows students to practice and improve their exam responses and receive instant feedback on how they can improve. All these ICT programs have allowed our Science students to make excellent progress in their studies, while being engaged in real-world STEM.

SCIENTIFIC DESIGN

In 2016, the Science staff introduced the concept of Student-designed practical investigations at all year levels to match the introduction of this assessment in the new VCE Science Study Designs.

Students have also been introduced to the concept of communicating their findings through the development of a Scientific Poster. It is our intention that introducing these ideas at the lower levels will enhance our students' skills in these areas when they progress to VCE level and need to undertake these extended investigations to meet VCE Science Outcomes. Feedback from students reveal that most students have really enjoyed the opportunity of investigating a question of their own choice and design.

SENIOR EXTENSION

At the senior levels, there were also a number of excursions run in 2016, which allowed our students to complete a number of their major assessment tasks. Years 11 and 12 Biology and Chemistry students were involved in a number of programs at Ecolinc, allowing our students access to specialist equipment. All these opportunities have no doubt enhanced our Science students' knowledge and skills.

SCIENCE COMPETITIONS

In May 2016, Highview College had 124 students from Years 7-10 competing in the 'Big Science Competition' against other students from schools all over Australia. The competition was again completed online with students' laptops and was a great success. Our students received 17 Credit, 9 Distinction and 3 High Distinction awards.

Three teams of mixed Year 11 and 12 Chemistry students competed in the 2016 Titration Competition run by the Royal Australian Chemical Institute. This was the first time any of our students had competed in a competition of this type and found it a very valuable experience.

It has no doubt been a busy 12 months in Science at Highview College and there are many other exciting opportunities planned for our students to take place in 2017.

MATHEMATICS DEVELOPMENTS – KATRINA PACE

(Head of Mathematics)

Throughout 2016 there have been many changes and improvements in the Mathematics Department involving staffing, curriculum and class structure to name a few.

CLASS STRUCTURE

In 2016 Highview College trialed group classes based on those who needed regular extending and those who needed regular support on fundamental skills. This was trialed at Years 8 and 9 in 2016, and will be implemented in 2017. The College also wants to cater for the needs of those who needed extending or who required additional support in a more consistent and regular manner.

VCE RESULTS

In 2016, Highview College had some improved VCE results when compared to the 2015 results. In Mathematical Methods the average study score increased by 2 points and enrolments of students in Units 3 and 4 Mathematical Methods was increased from 2015. The Specialist Mathematics Units 3 and 4 average score remained consistent however there were considerably more students enrolled in Specialist Mathematics in 2016.

MATHEMATICS STAFFING

At the end of 2016 Highview College had one staff member leave (Elysia Weir) while another staff member has taken a year's leave (Trish Sharkey). This, and the restructuring of the Mathematics classes, has meant that in 2017 we have gained four new staff members to the Mathematics Department. These include: James Fox, Jordan Forster, Jamie Briody and Christopher Smart.

SUPPORT PROGRAMS

As well as support from the Learning Support Centre and specialised classes in Years 7-10, this year the Mathematics Department has implemented regular lunchtime study sessions. The Mathematics teachers monitor the program. Students can come to get help with their homework, or just make use of a quiet place where they can get their work done.

FEDERATION UNIVERSITY PARTNERSHIP

At the end of 2016 Highview College hosted Peter Sellings from FedUni who came to discuss thinking strategies and how they are implemented in Mathematics classes. This partnership is designed to help teachers use targeted games and questions to engage higher-order thinking skills.

Peter's initial consultation was with the Year 7 Mathematics teachers in 2016. After seeing the value of his resources, the school will extend this to the whole Mathematics Department early in 2017. This is one of the benefits of the University Links Program established in 2016.

EXTENSION AND COMPETITIVE INVOLVEMENT

Highview College is continuing to extend students outside the classroom with involvement in external competitions. There is continued involvement in the 'Mathematics Challenge' in Years 7-10, the 'Mathematics Competition' for all year levels and the 'Mathematics Games Days' for Year 7&8. The College will continue to be involved in these competitions each year.

TECHNOLOGY IN MATHEMATICS

Highview College continues to have a strong emphasis on embracing Technology in Mathematics classes. We continue to use online programs such as 'MangaHigh' and 'SumDog' as specialised Mathematics programs. We have also shifted to PDF textbooks in Years 8 to 10. However, all textbooks come with an online access code so, even students with a hard copy textbook, are able to access an online version.

ENGLISH DEVELOPMENTS – KAREN LENK

(Incoming Head of Learning - English)

YEAR 7 WINDOW ON THE WORLD (WOW) INTEGRATED CURRICULUM DEVELOPMENTS

- We are slowly increasing the English content of the Year 7 WOW course. This has been done slowly with the Year 7 English contact person Nick Healey. We are revising units of work, establishing English-based rubrics and documenting precise English skills being taught within the integrated content
- A NAPLAN textbook will be included in the Year 7 booklist in 2017. In 2016 staff participated in a professional development day focused on NAPLAN preparation and readiness. We also purchased practice NAPLAN tests to ensure that students are familiar with the demands of the testing
- A new online grammar program will be introduced at Years 7-9 in 2017, in response to poor feedback on our previous program. We have selected WordFlyers, which is supported by a help line. A staff professional development session on this program will be run during an allocated Faculty Meeting.

YEARS 8-9 ENGLISH DEVELOPMENTS

- Staff are developing consistent rubrics, using a standard framework across Years 7-10 English

- Year 9 English has introduced a new comparative essay task as a flow through from the new VCE Study Design. Some new resources in this area were purchased and new student units are being developed
- As was the case in Year 7 this year, a NAPLAN textbook will be included in the Year 9 booklist for 2017. Year 9 staff also participated in a professional development day which focused on understanding NAPLAN. Practice NAPLAN tests have been purchased for class use to provide students with an opportunity to become familiar with the shape and requirements of the tests

YEAR 10 ENGLISH DEVELOPMENTS

- Year 10 English rubrics have been reviewed in order to achieve consistency
- A new creative text response activity was developed as a preparatory introduction to the new VCE Study Design
- Moves have been made to increase the length of the mid-year examination for Year 10 in English, in order to allow them sufficient time to produce two essays. The previous examination ran for 90 minutes – we are requesting a full two hours in 2017.

YEAR 11 ENGLISH DEVELOPMENTS

- We are running the Year 11 curriculum closely parallel to Year 12. This will ensure that students are fully prepared for their final year of English study. This is the second year of a new course. We are in the process of updating all Assessment Criteria sheets to resemble Year 12 Criteria. This is being co-ordinated by Cory Skilton
- Year 11 English teacher Nick Healey has committed to running lunchtime SAC preparation tutorials for students and Wednesday after school sessions specifically for Year 11 students.

YEAR 12 ENGLISH – THE FIRST YEAR OF A NEW STUDY DESIGN FOR ENGLISH

- Because this course is so new we are sending two VCE teachers, Cory Skilton and Nick Healey to a professional development session on the ‘Comparative Essay’ component of the course (which constitutes one third of students’ examination result, as well as internal assessment – a SAC – school assessed coursework)
- At the end of 2016, we ran a professional development workshop with Ross Huggard (who is second in charge of the VCAA English examination assessment process). He is also a VCE author and experienced classroom teacher
- In order to provide more preparation for students we have separated the course at Year 12 into ‘outcomes’ and ‘SACs’ (school assessed coursework). This fits in well with the purposes of the Study Design and means a student now writes an essay specifically to meet the outcome for an ‘S’, and another one for a ‘SAC’ to receive their grade
- We are changing the oral presentation SAC so that other classes are no longer missed. Instead, these will now be presented on a staff professional learning day. Parents who are able to attend are welcome to see their child present a point of view in front of an audience

YEAR 12 ENGLISH LANGUAGE

2017 will see the final year of English Language

- An extensive range of resources has been purchased for English Language
- Professional Learning has been attended by the teacher
- A peer partnership has been established

HUMANITIES DEVELOPMENTS – JACINTA HARVEY

(Incoming Head of Learning – Humanities & LOTE)

THE SHAPE OF THE TEAM

At the end of 2016 we farewelled our former Head of Humanities, Maree Boyle, who has taken one year of leave to complete study. With this departure, I had the privilege of applying for and being appointed to this position. We also farewelled Maria Lacey and Amy Taylor from the WOW team. With these departures, we welcomed Nick Healey, Donna Kempster, Kate Hood and Jal Nicholls who join existing staff: Wendy Pickering-Tyers, Antoinette Sweetman and Stan McNamee.

In 2017, LOTE will become part of the Humanities Faculty and Jared Wytkamp will join the team. All Humanities staff have been working collegially updating current curriculum documentation and exploring new resources for the delivery of the Humanities studies.

WINDOW ON THE WORLD (WOW)

A restructure of the Year 7 integrated program, WOW, was required in 2016 in preparation for 2017. Since its inception, WOW has consisted of the integration of English, Humanities and Christian Living across 21 periods in a two-week cycle. In 2017, WOW will involve the integration of English and Humanities. In this restructure, we have been able to place a greater focus on literacy skills through the integrated projects focused on Humanities and English.

LANGUAGES OTHER THAN ENGLISH (LOTE)

An Indonesian Tour to Yogyakarta for 2018 is in the early planning stages. Plans are underway to offer Highview College students more language-based competitions, activities and excursions throughout the school year. Highview students continue to enjoy the Indonesian Independence Day celebrations in August each year.

VCE GEOGRAPHY FIELD TRIPS

In 2016, VCE Geography students attended two fieldtrips. The first was an overnight trip to Portsea, Sorrento and Queenscliff, where students collected data to evaluate the effects of rising sea levels and storms on the coast. Later in the year, the same students joined students from Luther College at Sovereign Hill to complete fieldwork on tourism.

YEAR 10 FIELDWORK

As part of the unit 'Coasts – where the land joins the sea' students completed fieldwork at three different locations in Torquay. In order to complete the fieldwork, students were required to sketch the coast lines, count waves and examine the recreational facilities in the area.

YEAR 9 FIELDWORK

As part of the unit on the Industrial Revolution, all Year 9 students attend an excursion to Sovereign Hill. This included a tour of a mine as well as an education talk about Ballarat in the Industrial Revolution.

In addition to this, students also attended Narmbool to complete fieldwork on ecosystems, farming and fire. Students collected water samples to evaluate the health of ecosystems on the farm.

YEAR 8 FIELDWORK

As part of the 'Landscapes and Landforms' unit in Geography, Year 8 students attended a half-day field trip to Carisbrook. Students collected data and completed field sketches from

both Deep Creek and McCallum's Creek to identify the damage caused in the floods of September 2016.

YEAR 7 FIELDWORK

In their study of Ancient China in WOW in Term 2, 2016, the Year 7 cohort attended the Bendigo Golden Dragon Museum. The students learnt about Ancient Chinese customs, traditions, and the importance of the dragon to Chinese culture. Upon their return to school, the students participated in a teacher-led workshop that involved making a large Dragon. Also within the unit, in small groups, students created the 'Great Wall of China' using materials of their choosing. Many groups chose to make their wall out of edible products, whilst some made paper models or used Lego. In addition to this, within the Ancient Egypt unit, students created their own Nile Rivers using soil, grass seed, foil trays, rocks and aluminium foil. This showed students the importance of the flooding of the Nile River to the survival of the ancient Egyptians.

ASSEMBLIES

In what has now become a Highview tradition, the Year 9 History classes have put together commemorative services for both ANZAC Day and Remembrance Day (2016) under the guidance of Stan McNamee. The Remembrance commemoration service had a focus on the Vietnam War and the ANZAC service focused on the Bombing of Darwin.

TECHNOLOGY DEVELOPMENTS – TERRY PAYNE

(Head of Learning - Technology)

TECHNOLOGY TEAM

I would like to take this opportunity to thank the dedicated Technology staff that foster a holistic approach in education at Highview College. Highview has a part time technical assistant, Glen Fithall. Practical classes are also supported by Aides. This has allowed us to continue to deliver classes that provide students the opportunity to explore ideas and challenge themselves with complex practical tasks.

TOP DESIGNS

VCE Product Design & Technology saw some amazing products once again. Denni Maroudas' unique coffee table was short-listed in the 2016 'Top Designs'.

DEVELOPMENTS IN THE ARTS – JEANEAN PRITCHARD

(Head of Learning - The Arts)

THE ARTS TEAM

The Arts faculty consists of five staff members who teach in the areas of Visual Arts and Performing Arts. 2016 was a year of change for The Arts faculty. We were sad to say goodbye to Sam Braid, our wonderful Music teacher, who relocated to be closer to family. We were extremely fortunate to add to our team Jerry Lau.

NEW GREEN SCREEN ROOM

A professional photographic studio, which includes a green screen, has been built central to our teaching spaces, and can be accessed by all of our classes.

LUNCHTIME PROGRAM

In 2016, Art and Music rooms are open for students during lunch, providing supervised activities and a creative space for students to work.

GAMES CLUB & ROBOTICS CLUB

A computer games club was successfully introduced in 2016 and a Robotics Club is in the process of being formed.

PHYSICAL EDUCATION DEVELOPMENTS – LUCY FREEMANTLE

(Incoming Head of Learning - Physical Education)

NEW GYM

The past 12 months have been very eventful for the Physical Education Department. One of the most exciting was the introduction of a school Gym equipped with a variety of hydraulic machines, spin bikes, treadmill and power rack. Students from Year 10 to 12 are now able to participate in a personally prescribed lunchtime fitness program that have been written by experienced and knowledgeable Physical Education teachers.

PE UNIFORM DEVELOPMENTS

The Strategic Planning process made it clear that students were dissatisfied with the PE uniform. As a result, the school ran a survey to find out what students wanted in the uniform. The results showed that the PE shorts and shirt needed amending. After many hours consulting with manufacturers, staff and students, new designs and items have been introduced. The PE shorts have been extremely well-received with all students pleased with this product. The school PE 'Hoodie' will now be able to be purchased with the rest of the school uniform items, through Macks. The winning design for the new PE shirt was voted in by students and staff and will be in stock within weeks.

SEQTA IN PHYSICAL EDUCATION

SEQTA is being successfully trialed by the PE Department. The majority of PE students are receiving ongoing feedback as well as visual feedback through downloaded videos and/or photos of the students executing a skill or teaching other students a skill. Parents are now able to see what their child is doing in class.

HEALTH CURRICULUM

DELTA was designed in 2016, after a year of planning. The Health component of Physical Education will now be delivered in the Personal Development Program, DELTA. In Years 8, 9 and 10, the 'Reproductive Health Program' will be taught by qualified Health Teachers within DELTA. This results in all Core Physical Education classes (not electives) being practical lessons.

VET SPORT & RECREATION

Lastly, 2016 was the first year that we had students complete the Certificate III in Sport and Recreation. We had 16 successful students who competently completed the certificate. Thirteen of these sat the exam and received a study score. Three of these received a study score of 40 or greater. This was a great achievement from this pioneering group of students.

LEARNING SUPPORT DEVELOPMENTS – LORRAINE CALDWELL

(Head of Learning - Learning Support)

SUPPORT IN ACTION

There are currently 24 timetabled Learning Support classes each week, out of a possible 30, in the Learning Support Centre. Learning Support teachers also provide in class support by arrangement with subject teachers. Three teachers in the Learning Support team provide targeted teaching in small groups focusing on Literacy and Numeracy support, and the development of social skills. The four Learning Support Officers (Aides) continue to provide invaluable monitoring and support for students in class. While 23 students have Individual Learning Plans, a further 13 students access direct support in the Learning Support Centre. Students are also able to come to the Learning Support Room for single sessions for assistance, e.g. to prepare an essay for submission, redraft an assessment task or catch up on missed work.

PROFESSIONAL LEARNING

2016 has also seen the development of improved processes to manage the delivery of modifications to coursework for students to ensure they can access the curriculum. Professional development for all staff has focused on responsibilities and processes to support students with a disability. There are many incidental opportunities for professional development with staff as they discuss teaching and learning strategies for students.

EXTENDING UNDERSTANDING OF SPECIAL NEEDS

In collaboration with Pastoral Care Teams, an initiative to promote understanding of others, has been introduced beginning with an address at Assembly, 'Promoting Understanding – Autism. We will continue to promote understanding of issues that impact on learning for young people, e.g. diabetes, dyslexia, Charcot Marie Tooth Disease.

FEDUNI PARTNERSHIP BENEFITS

At the time of writing, a partnership with Pre Service Teachers from FedUni is being explored to find ways of enhancing the literacy and numeracy skills of students. Our team aims to be informed, open and sensitive, as we teach and advocate for our students. We are very glad to have a prominent space in the school and look forward to being able to reach more students to improve their educational outcomes.

SPORTING DEVELOPMENTS – LUKE TREACY

(Sports Co-ordinator)

The past 12 months has been an exciting period of Sport at Highview College.

HOUSE CARNIVALS

In 2016, whole School House Swimming, Athletics and Cross Country Carnivals were reinstated, with a focus on students participating and the promotion of 'House Spirit'. House Captains were tasked with building on student participation in House events, and the fostering of House Spirit through colour dress up and house chants. Shields are awarded to the House Spirit winners at each Carnival as well as to the Champion Sporting House.

The House Carnivals have been a great success, and are an essential part of positive school culture. The Houses also play lunchtime basketball, soccer, netball and volleyball tournaments throughout the year. The success has also been shared across the Houses, indicating fairness.

2016 HOUSE WINNERS

2016 Carnival	Champion House	Spirit Award
Swimming	Butler	Campbell
Athletics	Campbell	Chisholm
Cross Country	Butler	N/A
House Cup	Chisholm	N/A

HIGHVIEW COLLEGE VS MEC SPORTS CUP

The HC vs MEC Sports Cup has been fantastic for building community spirit and links between the students, staff and the schools. The schools play a Summer Sports Day (tennis, cricket, basketball) and a Winter Sports Day (football, soccer, netball). The students enjoy competing against our neighbor school. The standard of play and sportsmanship between the schools is exceptional. MEC won the 2016 Cup, 11 wins to eight wins.

HIGHVIEW COLLEGE INTER-SCHOOL SPORT - ICCES INVOLVEMENT

Highview College's involvement in the 'Independent Country Co-Educational Schools' Sporting Association is a feature of our sporting and extra-curricular programs. HC competes against seven other independent schools including, Girton Grammar, Bacchus Marsh Grammar, Ballarat Grammar, Gippsland Grammar, Goulburn Valley Grammar, Braemar College and Hamilton Alexandra College. We are fortunate to provide our country students the wonderful opportunities to compete at world class venues including MSAC, Albert Park and Bundoora State Park. As expected, the level of competition is very high, the organisation of events is exceptional, and our students love challenging themselves at these events.

HIGHVIEW COLLEGE EQUIPMENT AND UNIFORMS

We have been very fortunate in recent years that the school has provided students with new uniforms to update our sporting teams. In recent years, we have updated our soccer tops, aths singlets and basketball singlets. Next on the list are new football jumpers to accommodate our female team, and new netball dresses.

Another exciting purchase this year were four Highview College 6m x 3m shade marquees. These marquees are Highview College branded, look fantastic, and will be used for many sporting events, EBT, as well as community events.

STUDENT DATA

2016 STUDENT LEADERSHIP – MARION MARTIN

(Director of Pastoral Care)

Highview College is committed to developing leadership skills for all students.

SCHOOL CAPTAINS	Madeline Moran & Mitchell Bench
DEPUTY CAPTAINS	Ellie Leishman & Jack Chandler
SRC PRESIDENT	Keely McDonald
BUTLER HOUSE CAPTAINS	Bridgette Bates & Patrick Van Der Pol
CAMPBELL HOUSE CAPTAINS	Jessica Evans & Connor O'Shea
CHISHOLM HOUSE CAPTAINS	Lewis Rinaldi & Luke Tatchell
WESLEY HOUSE CAPTAINS	Isabella Thomson & Daniel Howell

STUDENT ATTENDANCE

Strict attendance records are kept with rolls marked every lesson. Absences are followed up by phone if parents/guardians do not notify the school as to the reason(s) for student absences.

Long term and regular absences are followed up by the Pastoral Care team (Year Level Coordinators) who contact the families to organise meetings and discuss their concerns, including the implications of regular and long term absences. Ongoing counselling is sometimes provided.

The average student attendance rate for 2016 was 91%.

The breakdown of student attendance for 2016 by year level is as follows:

	Attendance Percentage
Year 7	93%
Year 8	89%
Year 9	89%
Year 10	90%
Year 11	92%
Year 12	94%
TOTAL	91%

PASTORAL CARE

PASTORAL CARE – MARION MARTIN

(Director of Pastoral Care)

DEATH OF NED CAMERON

Ned was in Year 8 in 2016. He died unexpectedly on 27 December 2016. His funeral was attended by many hundreds of people. Ned will be remembered as a fun-loving student who was always looking to make others happy and whose loyalty and integrity shone through. We have placed a plaque in the Highview College Remembrance Garden, through which we honour Ned. He is sorely missed at Highview. May Ned rest in peace in God's care.

DEVELOPMENT OF THE DELTA PROGRAM

Karissa Beaton was given a time allowance in 2016 to develop a Pastoral Care scope and sequence for a program made possible by the new 2017 timetable structure. It was well underway when the Pastoral Care team, along with the Chaplain, attended an intensive four-day workshop at ISV. We came back very excited and DELTA was born. DELTA stands for Developing Engaged Learners and Thriving Adults. The DELTA Mentors (formally Home Group teachers) work closely at each year level to develop lesson plans from the scope and sequence to deliver a relevant, meaningful program. DELTA comprises three sections, namely Positive Education, Health Education and Whole Living (Religious Education). There are four 40-minute lessons per week in the session before lunch. There are three DELTA sessions and one Whole Living session for Years 7 to 10 and four DELTA sessions for VCE. All students attend Assembly, sometimes Level Assembly or House Meetings, during the remaining session.

This is more than twice the Pastoral Care time available previously. DELTA Mentors were chosen from staff who expressed interest in being involved, meaning that DELTA teams are truly engaged in the program and its delivery. DELTA Mentors regularly communicate with parents, summarising academic and pastoral comments to keep parents informed of their child's progress and wellbeing. We believe that the DELTA program is fulfilling its aim of meeting the school goal of 'Education Through Wholeness' and with regular feedback and review will only get better.

COUNSELLING AT HIGHVIEW COLLEGE

Highview College employs the services of a qualified counsellor two days per week. Lorraine Ellis resigned in June 2016 and shortly afterwards Gon Dirican began in the role. The student counsellor is an integral part of the Highview Pastoral Care program. Students communicate with their DELTA Mentor, the Pastoral Care Co-ordinator, the Director of Pastoral Care or the Principal when there are issues, personally, at home or at school. Many issues are resolved in this way, but some require expertise beyond the skills of these trusted adults and are referred to the counsellor. Students and parents can also request that the student see the counsellor. Students may visit the Counsellor once, continue on a regular basis or check in when needed. For issues of a serious nature, referrals to external professionals can be made. Given that professional counselling or psychological services in Maryborough are difficult to access and waiting times can be lengthy, having our own counsellor is an essential part of the Pastoral Care program.

2016 MISSION MONTH

May is Mission Month at Highview and in 2016, St Luke's Anglicare was our local charity of choice. Students collected items such as toothpaste and shampoo for families in need. Our contributions were presented to a representative of Anglicare at a School Assembly. As well as local organisations, we have also supported a school for disadvantaged students in

Vietnam, Ward 25, for many years and continued to do so in 2016, with a donation that will allow these students to continue their education after they leave Ward 25.

COLLEGE PHOTOGRAPHIC DISPLAYS – MELISSA ADAMS

(Public Relations Officer)

Student spaces are being transformed into celebrations of student learning and development through displays of student success and learning. The power of visual reinforcement shows that learning is a happy activity and that adolescence is filled with highlights as well as tumultuous and difficult moments.

Surrounding adolescents with these reminders of positive experiences assists resilience. We do not do this for 'decoration'. The messages in these images are powerful in reinforcing the positive.

JUNIOR SCHOOL REPORT – BROGAHN RICHARDS

(Junior School Co-ordinator)

The past 12 months in the Junior School have been very eventful and busy. There have been: two camps, three excursions, three transition days, Support 7 sessions, EBT, Year 7 information evening, DELTA dog visits, a variety of sporting competitions, leadership and community involvement opportunities. There have been many joyful moments shared together by the group.

YEAR 8 HIGHLIGHTS

The Year 8 students participated in two excursions, one to the Melbourne Zoo and the other to Anglesea for a Surf experience. Our students represented the school well and were commended by the organisations for their positive attitude and their kindness.

YEAR 7 HIGHLIGHTS

In the same period, the Year 7 students also represented Highview with distinction, when they ventured to Norval Lodge, Halls Gap, for a three-day cultural and nature experience. As usual, the camps were a success with staff and students enjoying the range of activities on offer. A highlight over recent years has been the 'Lip Sync Battles' that were live-streamed this year to parents on Facebook. This new tradition was one part of the 'Western Night' festivities.

SUPPORT 7 PEER MENTORING PROGRAM

In 2016 Semester 2, the Year 7 students continued to flourish with the help of the new and improved 'Support 7' program. All Year 7 students were paired with a Year 11 student who became their peer support mentor for the year. The content of these sessions was guided by the needs of the group of Year 7s. These sessions were planned and led by the Year 11 students, who were supported by their Home Group teacher. It was great seeing connections form between students across the two schools. This program also provided Year 7 students with a mentor they could turn to for support and advice.

This peer mentoring program is running again in 2017.

YEAR 6 INTO 7 TRANSITION PROGRAM

So much of the success of the first few years of Secondary schooling relies on creating a smooth transition from Primary to Secondary school. We are continuing to work on ways we can strengthen our relationship with local feeder schools to work collaboratively to support students to the best of our ability.

There has also been a focus on making new students and families feel welcome and informed from the very day that they enquire.

1. Principal's Tours of the College are held once a month and any interested families or members of the community are welcome to attend. Students planning to enter Year 7 are encouraged to attend a Tour with their family
2. The Highview College Principal holds interviews with every prospective Year 7 student during their Year 6 year. Highview Calendars are gifted to students at this time
3. When a student's enrolment into Year 7 is confirmed, the school sends a gift of the Highview College School Badge with a letter of welcome
4. Students with Learning Support needs are visited in their Primary school setting by the Learning Support Co-ordinator to ensure that learning needs are discussed with teachers and support staff and fully understood
5. 'Experience Day' is held in June. This is a full school day which students in Year 6 may attend to experience some classes, meet other students planning to come to Highview College and meet some of the teachers
6. In December an Orientation Day is held when students meet again and have another day when they can experience a normal Secondary School routine.
7. In January, Year 7 commence before other students for a full day to set themselves up with a locker and to meet their class and teachers.

Effective Transition Programs reduce anxiety for students and allow learning to commence more quickly.

DELTA DOGS

Some very enjoyable days for the Junior School were the ones when we had visits from some friendly four-legged guests - otherwise known as DELTA therapy dogs. Seeing the joy and happiness on students' faces was truly heart-warming and has prompted the idea for these visits to continue to prioritise the mental health and well-being of students and staff.

CELEBRATING SPECIAL STUDENT ACHIEVEMENTS

There have also been some fantastic individual achievements by many of our Junior School students. These are shared and celebrated through the newsletter and at whole-School Assemblies.

SCHOOL VALUES IN ACTION

One collective student achievement, of which we are extremely proud, belongs to the 2016 Junior School Energy Breakthrough team 'Zazu'. This team demonstrated persistence, hard work and dedication and once again represented the school with pride and distinction. This team won the race and finished second overall in their category. The reason we commend them so highly, is for their outstanding maturity and sportsmanship in congratulating the team that defeated them. It was wonderful to see our school values shining through in the actions of our students. The time and energy spent developing Highview College's strong Pastoral Care program is making a difference in shaping our future young adults.

IN MEMORY

At the end of 2016 we also experienced a great sadness as a school community. The death of a very special young man, Ned Cameron, was a shock. The school community comes together to support one another in these times of great sadness. Our thoughts continue to be with Ned's family and friends.

MIDDLE SCHOOL REPORT – CHRIS EGAN

(Middle School Co-ordinator)

2016 NEW LEADERSHIP MODEL

2016 was my first year co-ordinating two year levels. It was both challenging and rewarding. Challenging because of the increased time needed to deal with student and administrative issues that obviously increased with the addition of another year level. Thanks must go to the previous Year 10 Co-ordinator, Brendan Dix, for his patience and assistance with the changeover.

The new model was also rewarding because of the relationship I was able to build with more students and also to be able to follow with one year level to the next year and be more aware of previous issues.

2016 YEAR 9 CAMP

In 2016, Year 9s attended the Lady Northcote YMCA Camp at Rowsley. This is an excellent camp and we need to make sure we maintain this particular camp. The camp is very well run and the activities including Mountain Bike riding, Raft Building, High Ropes, Leap of Faith, Archery and Giant Swing, are enough to take students out of their comfort zones (for those who are willing to try). Food is plentiful and nutritious. It also helps when you have school staff who are co-operative and supportive, and are willing to do their bit to help out.

The Year 10 transition was smooth and many of them took on VCE subjects for the first time. Year 10s all participated in Work Experience and were assisted by the Careers Co-ordinator. Many students also picked up part time work as a result of the Work Experience program.

2016 MINDSHOP EXCELLENCE

The 'Mindshop Excellence Program' is offered to three Year 10 students each year. This program is run locally with the assistance of 'Maryborough True Foods'. Last year our three students were: Baylie Lang, Bailey Chapman and Ashleigh Smith. Their job was to come up with a plan for waste water management and to develop a presentation for the company. The students worked with three other students from MEC. The students' final presentation was outstanding. This is an excellent program. Three students have already been identified for 2017.

2016 YEAR 10 CAMP

The Year 10 camp was held in September 2016. It was located at a new city camp called 'CityCYC'. This was a needed change because of the security of previous camps. Again, thanks to Brendan Dix, who booked the location, it proved to be an excellent choice.

Students were very secure and enjoyed activities including visiting the Holocaust Museum, Eureka Tower, Etihad stadium, Melbourne Star Wheel and also some fun activities including ice skating and a movie. Students also had the opportunity to walk around the CBD and do some shopping. Once again, our camp staff were excellent and helped make it an enjoyable time.

Year 9 STRIVE Program – Lucille Hudson

(STRIVE Co-ordinator)

Last year the Year 9 students continued with the STRIVE Program which is an excellent program for this age group. The STRIVE Program incorporates two sections: Enquiry and Choices. Choices aims to embody the key elements of Positive Education, combining fun with meaningful experiences.

Choices

Choices options included:

- Circus
- Sound Generation
- Outdoor Pursuits
- Bounty on a Budget
- Rock and Water (for boys)
- Girls Roar (for girls)

This year, we expanded Outdoor Pursuits to include canoeing at the Reservoir.

Activity Days

There were several STRIVE Activity days including:

- Cardboard Car races
- Fitness sessions
- Thinking forward
- Problem Solving skills with Bounce Consulting
- Band Iron and Clay

Students also participated in a Racism Incursion day to explore how to combat racism and discrimination.

Presentation Evening

The STRIVE Program culminates with the Year 9 STRIVE Presentation Evening when all students are required to produce a project of their choice and present this to parents and classmates.

This is one of the most valuable parts of the STRIVE Program. Students are nervous, excited (and relieved when it is all done), but, above all, they are proud and pleased with what they achieve. Parents are often overwhelmed with what their child is able to do. It is heart-warming to see some students who are so nervous before their presentation, stand up, give their presentation and receive applause at the end. The look on their faces is priceless.

SENIOR SCHOOL REPORT – WENDY PICKERING-TYERS

(Senior School Co-ordinator)

2016 YEAR 12 MOTIVATION DAY

The second half of 2016 was very hectic for our VCE students. The pressure always builds for Year 12 students in Term 3, so this was a perfect time to hold the Year 12 Motivation Day at the Carisbrook Recreation Reserve. The day consisted of a guest presenter, Brad Felstead from 'Felstead Education', who guided the students through effective study strategies, mindfulness activities and healthy habits, including the benefits of sleep on academic and personal success.

In the afternoon, we heard from past students: Rebekah Perryman (nee Barkla), Dominic Fecteau, Aislin Spencer (nee Meehan), and Karissa Beaton (nee Wright). These alumni students spoke of their experiences in Year 12 as well as their journeys after leaving Highview, including higher education, travel, the workforce and business ventures. They represented a range of experiences and pathways and our Year 12 cohort really enjoyed talking with them and exploring the possibilities for their own futures.

2016 LEADERSHIP DAY

The annual Leadership Day also occurred in Term 3 and this was an opportunity for our budding leaders in Year 11 to extend their understanding and skills of leadership and communication. The day was facilitated by well-known local motivator and leadership presenter, Shane Green. Students thoroughly enjoyed Shane's engaging style and thought-provoking activities. Students who attended this day are eligible to nominate for roles in student leadership for the following year as either House Captains or School Leaders.

2016 YEAR 12 GRADUATION

October saw our graduating class of 2016 finish classes and celebrate the much-anticipated 'last day'. Highview College has long had a proactive, firm and positive approach to this day, which can be fraught with challenges for some schools. Once again, our students found an excellent balance between exuberant celebration and respect for the school community as they enjoyed the excitement of the day. We had a staff/Year 12 student luncheon, with an open-mic session allowing memories and anecdotes from the previous six years to be shared. The day ended with the Graduation Dinner, a formal evening with students, parents and staff that celebrates the journey and successes of the graduates. The day was an emotional one for all involved as farewells, thanks, congratulations were shared, and the warm relationships between students, staff and parents was apparent.

PEER MENTORING THROUGH 'SUPPORT 7'

Year 11 students have also been given the responsibility of being Support 7 Mentors to our Year 7 students. They meet together on a fortnightly basis to make connections between the students in Senior and Junior schools. Year 11 students run activities and discussions to foster relationships with the younger students and provide the Year 7s with some familiar faces across the campus. This program also aims to build leadership skills and a sense of community and responsibility within the Year 11s.

2016 NAPLAN

LITERACY AND NUMERACY TESTING

As required, Highview Year 7 and 9 students participated in the Literacy and Numeracy NAPLAN testing program in 2016.

In 2016, Highview College results in NAPLAN at Years 7&9 are aligned with or better than National results.

At Year 9 our Reading level was consistent with State results and with less variance. Our Spelling median was below the State and National medians and had the greatest variation.

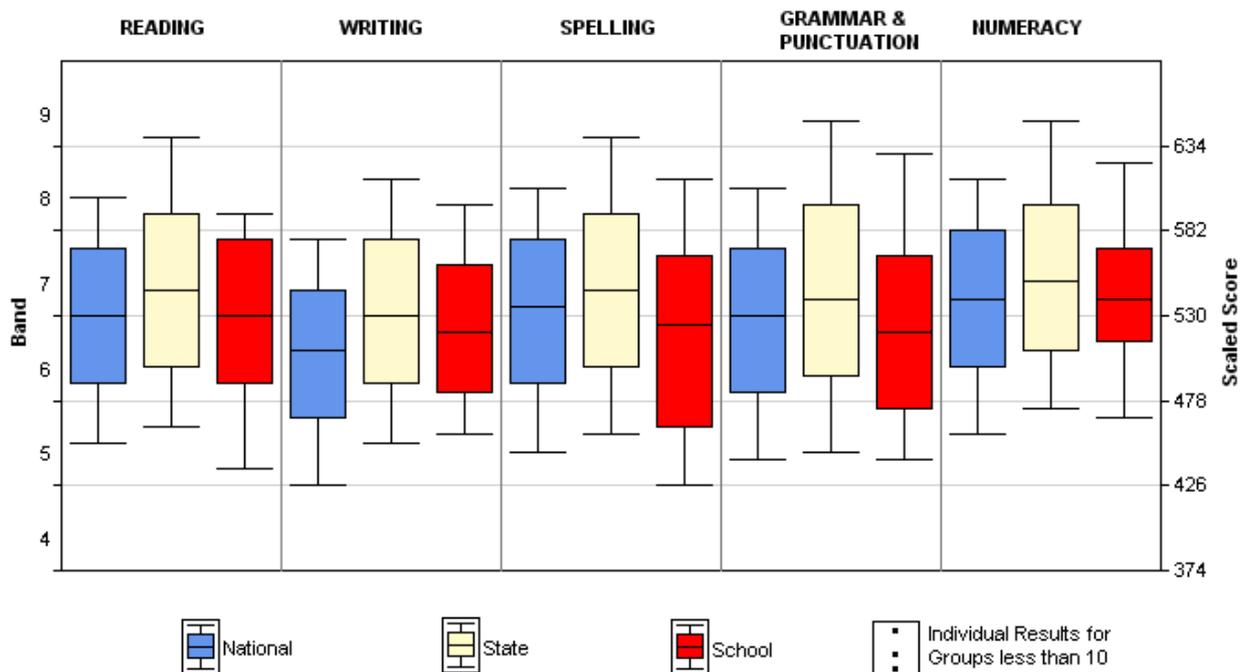
At Year 7 our Grammar, Punctuation and Spelling represent areas for improvement, being slightly below National results. Writing is the area that is clearly above National results.

NATIONAL MINIMUM STANDARDS

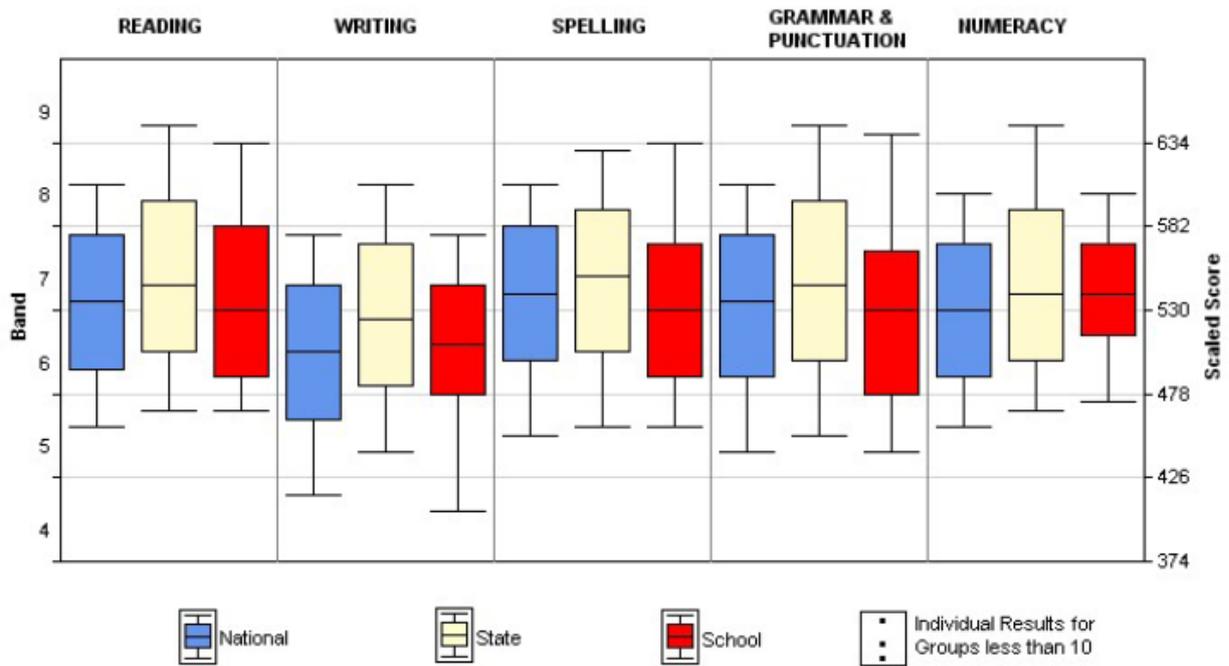
The table below shows the percentage of students in Year 7 and Year 9 who were at, or above, the National Minimum Standards 2014-2016.

Proportion of students meeting National Benchmarks			
	2014	2015	2016
Year 7 Reading	100%	100%	93%
Year 7 Writing	93%	85%	97%
Year 7 Spelling	88%	96%	90%
Year 7 Grammar and Punctuation	93%	100%	94%
Year 7 Numeracy	98%	100%	99%
Year 9 Reading	94%	93%	96%
Year 9 Writing	89%	76%	94%
Year 9 Spelling	89%	85%	85%
Year 9 Grammar and Punctuation	90%	90%	91%
Year 9 Numeracy	97%	100%	97%

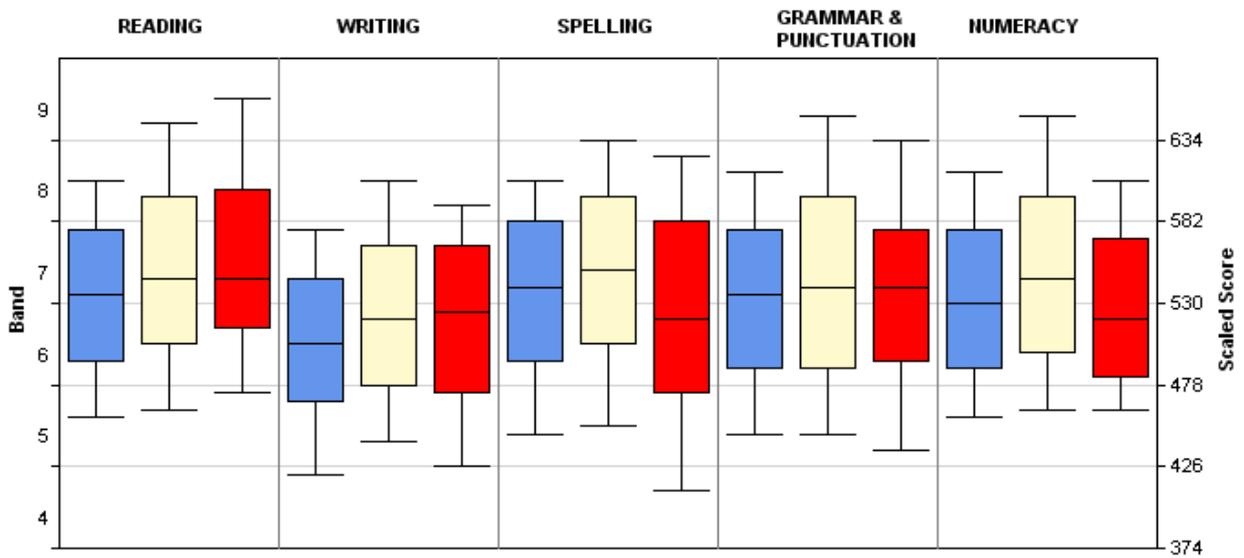
2016 YEAR 7



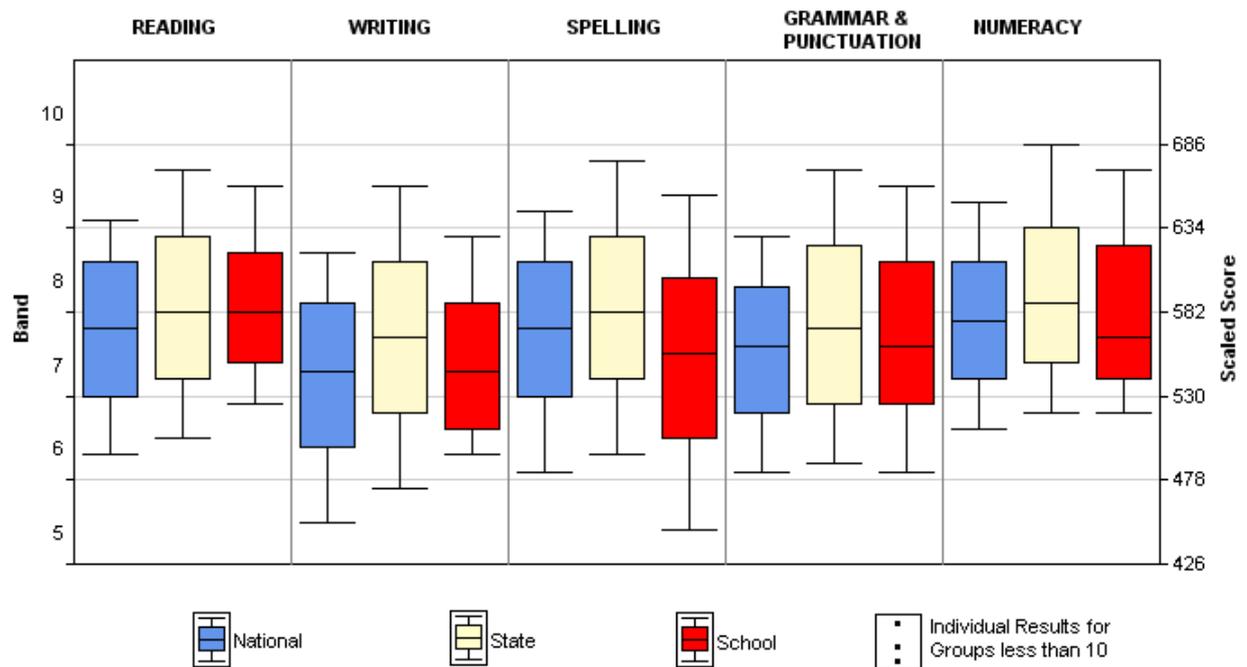
2015 YEAR 7



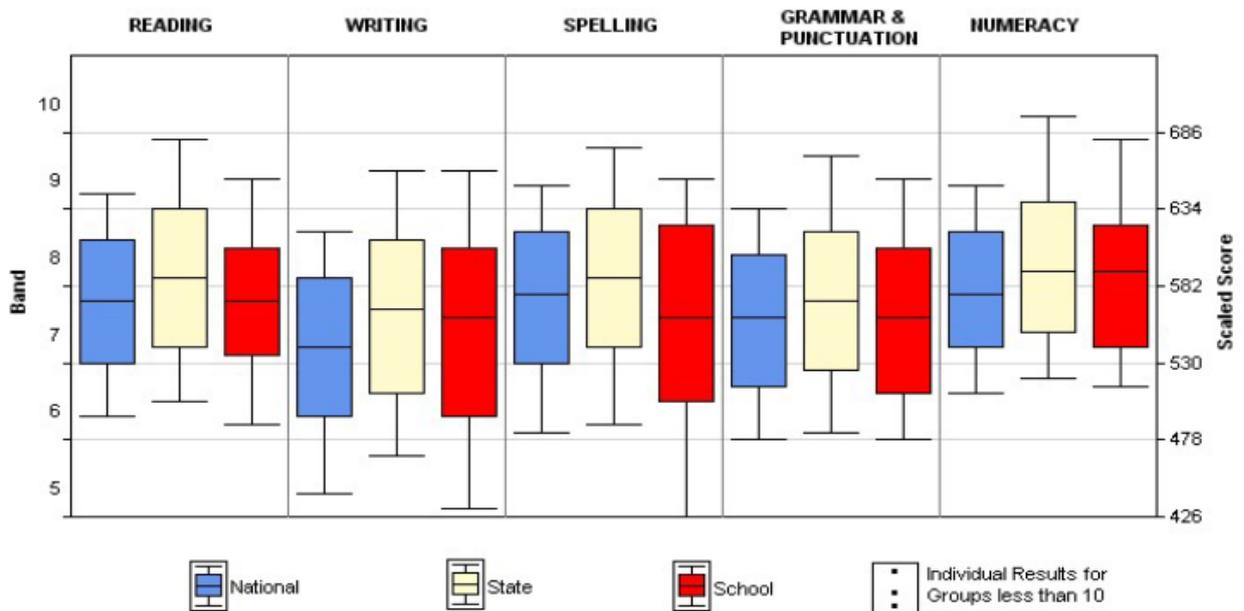
2014 YEAR 7



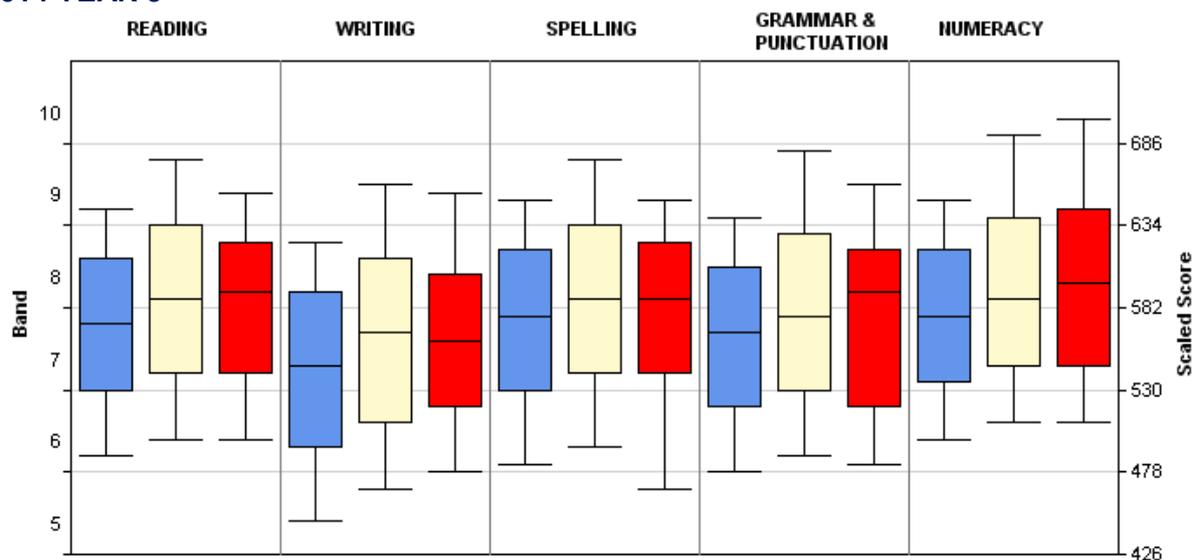
2016 YEAR 9



2015 YEAR 9



2014 YEAR 9



2016 VCE RESULTS

Students can achieve at the highest levels at Highview College. In the annual High Achievers Assembly, both current and former students were recognised for their hard work, dedication and success in 2016. The Dux of Highview College for 2016 was Lauren Sammut with an outstanding ATAR of 97.35. She was presented with the College Dux, which is presented to the Dux for outstanding academic achievement.

The maximum study score in a VCE subject is 50 at Year 12. To be awarded a Dux or Academic Excellence award, students must have attained a score of 40 or more, thus being in the top eight percent of Victorian students for that subject. The Australian Tertiary Admission Rank, or ATAR, is a percentile score up to 99.95 which indicates a student's ranking relative to his or her peers. The awards that were presented at the High Achievers Assembly represent outstanding achievement in the following categories:

1. Academic Excellence Awards for students who attained a Study score of 40 or over.
2. Subject Dux Awards for those students who attained the highest Study score in their subject with a scaled or unscaled score of 40 or above.
3. ATAR Academic Excellence Awards for students who attained an ATAR score higher than 80.
4. Year 12 Dux

Lauren Sammut 2016 Dux of Year 12. ATAR Academic Excellence Award. Subject Dux Awards in: Biology and Chemistry. Academic Excellence Award in English. Lauren was offered a place in Science – Advanced Global Challenges at Monash University.

Jaclyn Holland Proxime Accessit. ATAR Academic Excellence Award. Subject Dux Awards in: Physics and Mathematical Methods. Academic Excellence Award in English. Jaclyn was offered a place in Science/Arts at Monash University.

Lydia Cottrell ATAR Academic Excellence Award. Subject Dux Awards in: Physical Education and VET Sport & Recreation. Lydia was offered a place in Exercise and Sport Science at Deakin University.

Georgia Searle ATAR Academic Excellence Award. Subject Dux Award in: VET Interactive Digital Media and Visual Communication & Design. Georgia was offered a place in Early Childhood and Primary Education at La Trobe University.

Madeline Moran ATAR Academic Excellence Award. Madeline was offered a place in Public Relations at RMIT University.

Jesse Harman ATAR Academic Excellence Award. Subject Dux Award in English. Jesse was offered a place in Psychological Science at La Trobe University.

Georgia Drewer ATAR Academic Excellence Award. Academic Excellence Award in Studio Arts. Georgia was offered a place in Nursing at Australian Catholic University.

Sophie Holland ATAR Academic Excellence Award. Sophie was offered a place in Engineering (Honours) at La Trobe University.

Taiga Elvins ATAR Academic Excellence Award. Taiga was offered a place in Science at Swinburne University of Technology.

Hannah Lawrence ATAR Academic Excellence Award. Hannah was offered a place in Medical Imaging at Deakin University.

Casandra Nicholls. Subject Dux Award in Studio Arts. Casandra is completing Year 12 at Highview in 2017.

Keely McDonald. Subject Dux Award in Health & Human Development. Keely is completing Year 12 at Highview in 2017.

SENIOR SECONDARY OUTCOMES

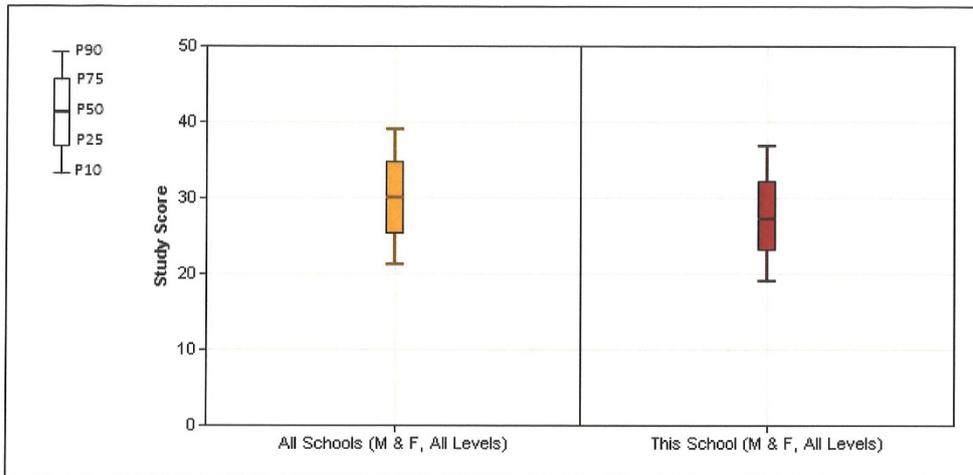
YEAR 12 RESULTS

Significant Senior Secondary Outcomes for 2014, 2015 and 2016 are set out in the table below:

	2014	2015	2016
Number of Year 12 students	49	65	58
% who obtained the VCE	95%	97%	98%
Number of VCE studies at the Units 3/4 level taken by students	24	24	22
Number of Year 12 enrolments in at least one VET certificate	37 in 12 Certificates	46 in 12 Certificates	24 (41%) in 8 Certificates
% of VET units of competence satisfactorily completed	94%	98%	97%
Number of Year 11 students who completed VCE Units 3/4 studies	21 + 8 in VET	30 + 6 in VET	20 + 11 in VET

ALL VCE STUDY SCORES

Report 1
All VCE Studies (VCAA Study Score)
2016 HIGHVIEW CHRISTIAN COMMUNITY COLLEGE Home School Data



All VCE Studies (VCAA Study Score) 2016 HIGHVIEW CHRISTIAN COMMUNITY COLLEGE Home School Data									
Description	No of Study Scores	No of Studies	Min	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	Max
All Schools (All Gender, All Levels)	257065	110	4.0	21.2	25.4	30.1	34.8	39.0	50.0
This School (All Gender, All Levels)	294	26	11.0	18.9	23.2	27.2	32.1	36.8	46.0

YEAR 12 2016 STUDENTS

Of the 57 students who completed Year 12 in 2016, 54 students sat the examinations. Of these 54 students, 49 applied for Tertiary courses.

Of the 49 students who applied for tertiary studies 48 received first round offers. This is an amazing result and a great credit to the students concerned.

12 students were offered a place in Melbourne, 27 in Ballarat/Bendigo and 8 in Geelong.

POST YEAR 12 DESTINATIONS

Data supplied by the On Track Survey 2016 (Year 12 2015 students):

Table 3: Destinations of Year 12 or equivalent completers who exited school in 2015, Highview Christian Community College, Central Goldfields (S) and Victoria

Post-School destination	Highview Christian Community College		Central Goldfields (S)		Victoria	
	Number	Per cent	Number	Per cent	Number	Per cent
In Education or Training	36	78.3	54	71.1	22800	76.8
Bachelor degree	27	58.7	36	47.4	16081	54.2
Certificates/diplomas	6	13.0	12	15.8	4327	14.6
Certificate I-III	3	6.5	5	6.6	756	2.5
Certificate IV or higher	3	6.5	7	9.2	3571	12.0
Apprenticeship/traineeship	3	6.5	6	7.9	2392	8.1
Apprenticeship	1	2.2	3	3.9	1645	5.5
Traineeship	2	4.3	3	3.9	747	2.5
Not in Education or Training	10	21.7	22	28.9	6875	23.2
Employed	5	10.9	13	17.1	2855	9.6
Employed full-time	2	4.3	5	6.6	977	3.3
Employed part-time	3	6.5	8	10.5	1878	6.3
Looking for work	2	4.3	4	5.3	989	3.3
Deferred	3	6.5	5	6.6	2880	9.7
NILFET		0.0		0.0	151	0.5
Unknown		0.0		0.0	4	0.0
Total respondents	46	100.0	76	100.0	29679	100.0

Note: NILFET = Not in the labour force, employment or training

EXTENDING COMMUNITY LINKS

PUBLIC RELATIONS REPORT – MELISSA ADAMS

(Public Relations Officer)

ENHANCED COMMUNICATION WITH FAMILIES

- We have improved the College newsletter in the last 12 months, which now includes a diverse range of photos, more celebration of student achievement and articles written mostly by students. Thank you to Jacinta Davies for her design work
- The 'Highview College Facebook Page' provides a current and continuous celebration of major events and highlights
- The College has embraced SMS for short, important messages directly to specifically selected groups of parents

PRINCIPAL'S TOURS

Principal's Tours are run every month. These provide interested families with an opportunity to meet the Principal and to tour the campus and see our quite extraordinary resources. Visitors are always impressed by the purposeful activities in classrooms and by the calm environment. Almost always, there is interaction between visiting students and enrolled students, as is likely in a regional centre where connections are well-established. Current students warmly welcome those they know or whom they know of.

Uniform Shop Accessibility

We are grateful to Lyn Jennings for her extended commitment to the College in her many roles: as a member of the P&FA, as a Board member, as the Uniform Shop Manager for many years, and in the role she continues to hold, as an examination invigilator. The decision was made to move our uniforms to a retail outlet to ensure that uniform items were accessible throughout business hours for families.

LINKS WITH FEDERATION UNIVERSITY – KAREN LENK

(University Links Co-ordinator)

MUTUALLY BENEFICIAL PARTNERSHIP

This Partnership arrangement developed from a focus on PSTs (Pre-Service Teachers) from Federation University completing placements at Highview College. The Principal, Melinda Scash, attended the first meeting we had across the two institutions (held at Federation University, Mount Helen Campus) whereby Melinda stated we were particularly interested in PSTs trained to teach up to Year 12 level, as they were the most flexible in terms of potential placement and prospective employment at Highview College. This partnership arrangement has involved Karen Lenk attending meetings at FedUni and negotiating various events between FedUni and Highview College via approval from the Highview College Executive. A Partnership was developed which is of benefit to both institutions. From a Highview College perspective, we are interested in:

- a) Encouraging our students to aspire to participate in tertiary education by being exposed to a university environment
- b) Having academics and university students liaise with Highview College students regarding university life and possible career pathways
- c) Using university facilities to promote and nurture academic rigour and enjoyment of learning
- d) Utilising the opportunity to have Pre-service Teachers assist in Highview College events
- e) Utilising PSTs to assist in the learning needs of students at Highview College
- f) Capitalising on the opportunity of receiving free professional development opportunities from Federation University staff

- g) Potential recruitment of the best possible graduate teachers.

To date, the following has been implemented:

UNIVERSITY EXPERIENCE DAYS

In 2016, a Year 9 University Experience Day was run at FedUni. This year, there will be one Year 8 University Experience Day run in Semester 1, and a Year 9 day run in Semester 2. These are completely funded by FedUni. FedUni pays for the bus and runs workshops for students. We supply staff to attend each workshop and who evaluate the PSTs teaching of each session. The workshops have smaller than a class-size groups of students – often as small as 6-8 students per group. Often two PSTs are running each group. Classes are planned to be highly interactive, with hands-on creation of models, physical activities or open discussions on different issues. Each workshop is tightly planned with clear outcomes.

The benefit for students is in the intimate interaction and close monitoring of progress throughout the day. It is a way to expose our students to a university environment and make it more accessible as a future aspiration for their own learning. It is a way to make their current learning more personal in such a small group interaction. It is also a way to orient students into university life. They can buy lunch at the university hub of cafes and interact with current university students. They can explore the layout and facilities of the university to help familiarise themselves with university culture. They often meet students they know from previous years at Highview College.

USING FEDUNI PSTS IN HIGHVIEW COLLEGE EVENTS

This year a FedUni PST assisted in balancing supervision gender on an Outdoor Camp where a female staff member was required. The Highview College Sports Co-ordinator, Luke Treacy, was involved in negotiating this event. This year a FedUni PST assisted at the House Athletics Carnival, and another has been involved in a Futsal event. Luke Treacy and Cory Skilton were involved in organising these events and the partnership advantaged both the FedUni undergraduate and Highview College.

FEDUNI TEACHER PROFESSIONAL DEVELOPMENT PROGRAMS

Dr Peter Sellings has run a Mathematics 'Curriculum Thinking' program for Highview College Maths staff at the end of 2016. Mathematics Co-ordinator, Katrina Pace, is involved in this project.

PRE-SERVICE TEACHER PROGRAMS

Support of Pre-Service Teachers is ongoing at Highview. The system has changed, in that this process no longer goes through Faculty Heads. Instead, Highview staff liaise with Karen Lenk directly. We have used this process to help us select new graduate teachers when they are required, as when they complete their placement at Highview College, we have first-hand experience of what they are like as teachers.

The way PSTs interact with Highview has also altered. We have observational rounds only, one-day learning walks around the school and placements ranging from short term to more extended final placement experiences.

IN THE PIPELINE...

FedUni has indicated it is happy to send representatives to VCE Information Nights at the school. Highview will promote a range of Tertiary providers at Senior School Information Nights in the future.

We have the potential to run an academic camp for students at VCE level at FedUni Mount Helen Campus. We would have free use of certain facilities such as lecture theatres and

various break-out spaces around the campus. Academic Lecturers could be requested to run lectures and workshops on campus free of charge.

The FedUni-Highview Partnerships arrangement is very new and still growing. It will be exciting to see what direction this takes in the future.

2016 ENERGY BREAKTHROUGH – LUKE TREACY

(EBT Co-ordinator)

Energy Breakthrough 2016 was very successful for Highview College. The three school teams gave it their all and placed either as 'Winners' or 'Runners Up' in their respective sections.

FINDING EFFISHIENCY

Our Year 7&8 team achieved first in the Race and were overall Runners Up in the B1 Division. Well done to Gina Beavis, Gina Ross, Lily Cain, Brianna Tranter, Deanna Dellis, Ethan Freemantle, Jordi Cossar, Jesse Sullivan, Rieley Fitzgibbon, Mick Malik & Managers; Brogahn Richards & Lucy Freemantle.

NEVIS

Our VCE Team achieved first in Race, first in Design & Construction and were the Overall Winners in C Division. Congratulations to Isabella Thomson, Macey Parry, Allegra Roberts, Shannae Mills, Courtney Dix, Baylie Lang, Riley Kaye, Liam Palling, and Staff Managers: Alex Sutton, Kodie Smith and Kirsten Deaker.

#ONLYTHEBEGINNING

Our Year 11&12 HPV team achieved first in Display & Presentation, placed third in the race and finished Overall Runners Up in the Open Category. Well done to Reece Perry, Lewis Rinaldi, Zak Rinaldi, Luke Saligari, Mitchell McClure, Stefan Maric-Berrigan, Daniel Howell, Sam Powell, Cameron McClure & Manager, Patrick Jenés.

Our teams were supported by a dedicated pit crew: Ellie Leishman, Shaylee Gordon, Abbey Mottram, Taylah Chaplin, Aimee Long, Madeline Moran, Lydia Cottrell, Kynan Carter, Georgia Searle, Bianca Powell, Hayley Stewart and Brooke Saligari. We are also grateful for the tireless support of staff: Brendan Dix, Maree Gordon and Melissa Adams.

Darryl & Aaron Stewart from Aurora Racing are simply amazing in providing invaluable assistance and education to our teams on trike construction and safety.

Congratulations to all riders and pit crew members for their efforts, attitude and behaviour throughout the event. The team spirit, family involvement and the positive engagement amongst the students was inspiring. Thank you to all staff and parents who assisted throughout the program and particularly across the competition weekend.

Our awesome sponsors make this incredible experience possible. We are so grateful for the continuing sponsorship and support.

INTERNATIONAL TOURS

In 2016, we ran an International Community Service Tour to Cambodia. This was a life-changing experience for participating students.

2016 HIGHVIEW COLLEGE STAFF

SUPPORT FOR HIGHVIEW COLLEGE STAFF

Highview College has high expectation that the workplace will be bully-free, supportive and respectful and that the welfare of every stakeholder will remain the highest priority of every member of the organisation.

In order to ensure that this commitment to wellbeing is enacted, the College implements and promotes the following:

1. The 'Highview College Mission' enshrines our commitment to create and sustain a learning environment which is safe, happy and nurturing for everyone
2. All staff receive a Staff Handbook at the commencement of the academic year (or upon appointment). This clarifies expectations and procedures to minimise uncertainty
3. All new staff (or re-contracted staff) have been provided with contracts which include: information in relation to FairWork, their employment rights and entitlements
4. Policies are regularly reviewed to ensure that the School complies with the vision and values established by the Board. There are currently 61 policies, including:
 - 'Staff Wellbeing Policy' (updated in 2016 and ratified by the Board in Feb 2017)
 - 'Grievance Resolution Policy' (updated in 2017 and ratified by the Board in April 2017)
5. The Director of Administration extends every courtesy and confidentiality in response to every necessary absence
6. Every member of staff has a line manager who may be approached for assistance or to seek consideration and support
7. In addition, the school Counsellor is available free of charge to counsel staff in a crisis
8. The Heads of School are available to assist staff in managing students
9. The Director of Pastoral Care is also available to assist in leading mediation between staff
10. The Director of Professional Practice is also available to support staff through professional mentoring
11. The Principal can (and does) grant discretionary leave and is available to support staff whenever personal support is required
12. The 'Return to Work' officer, following an accident or illness, is the Business Manager
13. The Staff Consultative Committee exists to promote the interests and wellbeing of staff
14. The Staff Social Committee extends sympathy and support for staff who have experienced loss and promote opportunities for social interaction and shared celebrations
15. Where professional external mediation is deemed appropriate the School will, and has, facilitated this, covered associated costs and supported follow-up counselling for staff, as required
16. The 'Victorian Independent Education Union' (VIEU) is available to advise and support members
17. FairWork and WorkCover exist to support the rights of employees

The School promotes all of these avenues for staff, in the interest of ensuring a workplace in which every stakeholder is treated with respect, consideration and dignity.

TEACHER QUALIFICATIONS

All teaching staff have appropriate tertiary qualifications and are registered with the Victorian Institute of Teaching.

2016 EXECUTIVE

Principal	Melinda Scash	B Ed, MACE, ACEL
Director of Pastoral Care	Marion Martin	B App Sc, Dip Ed, Grad Dip (Sec)
Director of Administration	Lucy Edwards	M Sp Ed, M Info Man, B Arts, Dip Ed
Timetabler	Stuart Mandersloot	B Eng (Hons), Dip Ed (Maths/Physics)
Business Manager	Christopher Plucke	CPA, AICD

MIDDLE MANAGERS

Head of Humanities	Maree Boyle	B Arts, Post Grad Dip Ed
Music Co-ordinator/Chaplain	Samuel Braid	B Music, B Arts, Grad Dip Ed
Head of Learning Support	Lorraine Caldwell	M Ed, Grad Dip Sp Ed, Dip T (Prim)
Middle School Co-ordinator	Chris Egan	Dip T (P-10)
Head of Mathematics	Katrina Fong	B Ed, B Tech
Head of PE	Wendy Hare	B Ed (PE/Sc)
STRIVE Co-ordinator	Lucille Hudson	B Arts (Psych), Grad Dip Ed (Sec)
Head of English	Donna Kersbergen	B Arts, Dip Ed, Dip Lit
Head of Technology	Terry Payne	B Ed (PE/Sci), Grad Cert Env&OEd
Senior School Co-ordinator	Wendy Pickering-Tyers	B Arts, Grad Dip Ed (Sec)
Head of The Arts	Jeanean Pritchard	B Arts, Dip Ed, Cert IV W, Cert IV BM
Junior School Co-ordinator	Brogahn Richards	B Ed (P-10)
Head of LOTE	Jared Wytkamp	B Arts (Lang), Grad Dip Ed (Sec)
Head of Science	Andrea Youren	B App Sci (Hons), Grad Dip Ed

TEACHERS

Karissa Beaton	B Arts, Grad Dip Ed (Prim), Dip Bus Man
Melinda Cameron	B Arts (Hons), B Arts (Hum), Grad Dip Ed
Jacinta Davies	B Vis Arts, Grad Dip Ed
Brendan Dix	Grad Dip Tech Ed, Cert IV WA&T
Brett Douglas	B App Sci, Grad Dip Ed
Kathleen Dunne	Chef, Grad Dip Tech Ed
Kate Edwards	B Arts, Grad Dip Ed
Carel Fourie	B Arts, Grad Dip Ed
Lucy Freemantle	B App Sci (PE), Dip Ed (Sec)
Jacinta Harvey	B Arts (Psych/Hist), B Ed
Patrick Jenes	B App Sci, Grad Dip Ed (Sec)
Christopher Kellow	B Sci, Grad Dip Ed
Maria Lacey	Primary Teacher's Cert, Grad Dip (Spec Ed), B Ed
Karen Lenk	B Arts, Dip Ed, B Ed (Prim)
Stan McNamee	B Commerce, Dip Ed, B Ed, Grad Dip (Acc)
Maree Payne	B Comm, Grad Dip Ed (Prim)
Patricia Sharkey	B Sci, Dip Ed
Cory Skilton	B Ed / B.Arts (Eng, Lit, Hist)
Leisha Skilton	B Ed (Sci/Maths)
Alex Sutton	B Ed (PE/Health)
Antoinette Sweetman	B Comm, Grad Dip Ed (Sec)
Amy Taylor	B Arts & Ed

Aileen Thomas	B Ed (Gen Sc), B S (Biology)
Luke Treacy	B Ed (PE)
Tanya Waterson	B Arts, Grad Dip Ed, Grad Dip Evaluation
Elysia Weir	B Ed (P-10)

TEACHING ASSISTANTS

Judith Brennan	Food Technology Assistant
Gon Dirican	Counsellor
Glen Fithall	Technology Assistant
Ruth Gerolemou	Learning Support Staff
Maree Gordon	Learning Support Staff
Simon Hatcher	IT Assistant
Donna Kempster	Learning Support Staff
Christine Melton	Learning Support Staff
Geoff Mullen	Science Lab Assistant
Sandra Rossi	Learning Support Staff

ADMINISTRATION STAFF

Melissa Adams	Marketing Officer
Karen Crutchfield	Accounts Assistant
Vicki Fraser	Office Assistant
Kylie Moore	Principal's P.A.
Kay Murray	Registrar / Pastoral Care Assistant
Sharon O'Shea	Office Assistant
Daniel Smith	IT Network Manager
Atriel Turner	Careers Co-ordinator / VET Co-ordinator

MAINTENANCE STAFF

Shane Harman	Property Manager
David McClelland	Groundsman

STAFF NUMBERS

For 2016, the staff numbers were:

- 43 Teachers (38.50 FTE)
- 2 Exec (2.0 FTE)
- 8 Administration staff (7.20 FTE)
- 10 Teaching Assistants (6.33 FTE)
- 2 Maintenance staff (1.53 FTE)

Of these 65 employees, there are 43 females and 22 are males. There are no indigenous staff at Highview; 5 were born in an overseas country, while the rest were born in Australia.

STAFF RETENTION

At the end of 2016, 6 staff retired or resigned. The retention rate was therefore 90.77%.

STAFF / STUDENT RATIOS

Full time teachers equivalent to 38.5 409/38.5 = 1:11
Full time non-teachers equivalent to 17.0 409/17.0 = 1:24

STAKEHOLDER FEEDBACK

Feedback from parents, students, staff and community members during the consultative development of the 2016-2019 Strategic Plan and 2016-2020 Master Plan in 2016 indicated that our parents, staff and students are generally very happy with the educational experience Highview College is offering. In particular, the following strengths were noted:

- Pastoral Care program
- Caring nature of staff
- Meeting the needs of students with learning difficulties/disabilities
- The range of the extra-curricular program
- Links with the community
- High expectations of students
- The College's ongoing commitment to holistic education

2016 REFURBISHMENT DEVELOPMENTS

RENOVATION SUMMARY – SHANE HARMAN

(Projects Manager)

The commitment to upgrading the physical environment has been significant in 2016.

GREEN SCREEN ROOM

In 2016, a Green Screen room was constructed in The Arts Precinct to support filming and animation projects.

SOUND 'DAMPENING' CARPET WALLS INSTALLED

- Room 24 – Art Room
- Room 20 – Classroom

DISPLAY BOARDS

We have commenced a process of replacing all pin boards with carpet boards.

GLASS TINTING

In some cases, to reduce heat and glare, and in others to increase privacy, we have tinted many windows around the school.

- Junior School glass ceiling panels
- Technology Office
- IT Office
- Senior School Co-ordinator's Office
- Hospitality kitchen
- Offices in the Brigidine Wing
- New Staff Common Room
- Principal's Office

PROGRAMMED PAINTING

Around 15% of the Campus has been repainted in 2016. We are well on the way to freshening some 'tired' areas around the campus.

GARDEN UPGRADE

Gardens around the School have been tidied and new plants planted. The garden beds around the Heritage House have been walled and painted. We are now ready for major landscaping works as part of the Masterplan.

BIKE SHED

The new bike shed and storage solution for Physical Education outdoor equipment have been completed. The uneven paths around this area have also been completed, to maximize the safety of staff and students on site.

FINANCE

SOURCES OF INCOME

Schools are required to include details of income broken down by the funding source. Highview College's income for 2016 was as stated in the table below.

HIGHVIEW COLLEGE SOURCES OF INCOME			
INCOME	2016	2015	2014
COMMONWEALTH GOVERNMENT	4,443,578	4,503,170	4,357,017
STATE GOVERNMENT	1,501,641	1,404,492	1,375,191
SCHOOL FEES	1,199,412	1,222,186	1,207,149
OTHER PRIVATE INCOME	208,631	174,614	221,142
TOTAL INCOME	7,353,262	7,304,462	7,160,589

SOURCES OF EXPENDITURE

HIGHVIEW COLLEGE SOURCES OF EXPENDITURE			
EXPENDITURE	2016	2015	2014
SALARIES (INCLUDING ON-COSTS)	5,311,232	5,334,452	5,784,104
TUITION	231,775	226,907	249,118
GENERAL ADMINISTRATION	349,699	267,797	247,737
FINANCE	46,324	48,527	39,417
OPERATIONS	279,035	270,513	402,743
TOTAL EXPENDITURE	6,218,065	6,148,196	6,723,119

THE PRINCIPAL

PRINCIPAL'S ANNUAL APPRAISAL

At the conclusion of 2016, the Board contracted an external consultant to undertake an appraisal of my first year in the role. The results reflect the challenges and successes of my first year leading Highview College and endorses my leadership.

LOOKING TO THE FUTURE

I have enjoyed the challenges and rewards of leading this unique school. It is my desire to continue the work the Board has commenced and to provide stability for Highview College into the future.

Highview College is a beautiful School with a proud heritage. There have been significant changes in the past 12 months, but the core of Highview College remains the same, with the same commitment to 'Educate Through Wholeness'. Highview College has a place in providing outstanding education and needs to be the school of choice' in Central Western Victoria.

A JOURNEY UNDERWAY

I wholeheartedly commend the work of the Highview College Board, staff and students who have contributed with energy to this impressive record of progress over the last 12 months. The rate of change will not need to be as intense in the coming years as we consolidate this strong foundation.

I also commend and thank the previous Principal, Stuart Glascott, who recognised the need for these changes and who paved the way in planning, to make it possible for the School to move forward as it has.



Melinda Scash
Principal 2016