

# Highview College Annual Report 2018



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## Message from the Principal

### Melinda Scash

2018 saw continued success for Highview College, despite upheaval at a governance level. A forensic VRQA Audit commended the College on its operational management. Flaws were identified at a Governance level which led to the introduction of a new constitution, the implementation of a Caretaker Board in preparation for a new Board to be formed.

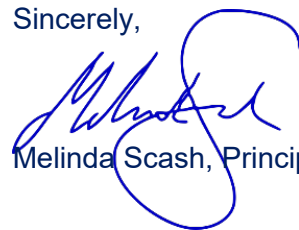
Our educational successes are presented in this comprehensive report, which presents the reflections of those with responsibility for leading the various Highview College Pastoral and Academic staff teams. In brief:

- The Duke of Edinburgh Program was introduced at Year 10
- Large format routers and 3D printers were integrated into Technology Studies
- SEQTA was fully embraced and communication with families is now instantaneous through EdSmart
- Elevate Study Technique Program was trialled in Years 10-12
- The large format Printer has transformed presentation around the College, in the community, in school plays, EBT performances, etc

I commend these reports to you. They celebrate the achievements of the Highview College Teachers and General staff. I am grateful to the Highview College Middle Managers and Executive Team for the energy and vision with which they undertake their responsibilities.

I also thank the Members of the Company, the Caretaker Board Chair, Mr Stephen Norris and the CEO of VESS (Victorian Ecumenical System of Schools), Stephen Higgs, for the leadership they have shown at what was a difficult time in the governance of the College.

Sincerely,



Melinda Scash, Principal





## Values, Vision, Mission



### Our School

Highview College is an Ecumenical, Independent Co-Educational Secondary School, established through the participation of four Maryborough Churches: the Anglican, Catholic, Church of Christ and Uniting Church. 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 Values – ‘GRACE’

**Growth**

**Respect**

**Aspiration**

**Compassion**

**Excellence**

### 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.



## Governance Review

A new constitution was adopted in December 2018, providing a way forward for the College.



## Student Cohort Information

Highview College is an open entry Ecumenical Secondary College with an academic focus and with 'Education through Wholeness' at the centre of all decision making.

Students travel to Highview from a range of locations in every direction in Central Western Victoria, with many travelling up to 45 minutes each way by bus.

There is a diversity of religion and socio-economic circumstances among the Highview College families for whom the primary language spoken at home is English.

We have 4 students who are indigenous.

25-30% of our families receive assistance from Highview through bursaries in order for their children to attend Highview College. Fees charged to families are maintained at a minimum contribution of less than \$4,000 per annum.

At August Census in 2018 our enrolments were 408.

## Student Attendance

Strict attendance records are kept with rolls marked every lesson. Absences are followed up 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 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 2018 was 90%. The breakdown of student attendance for 2018 by year level is as follows:

	Attendance Percentage
Year 7	90%
Year 8	90%
Year 9	90%
Year 10	90%
Year 11	90%
Year 12	91%
TOTAL	90%



## History Committee

In 2017 we launched a Highview College History Committee. This group of interested community members share past involvement with the College, as Board members, P&FA representatives, parents of students attending the College, as past staff or, in some instances, all of the above.

Together we are recording the stories of Highview College's beginnings. Records are being made of the stories of the people whose names are engraved on our honour boards.

We are tracking our high achievers from past years and collecting uniform items and memorabilia from the past.

This is a passion shared by a diverse and casual group of those who contributed to the story of Highview in its beginnings as CCC.



## Staffing

'Staffing' is a complex mosaic of expertise, experience, retention and recruitment. I am delighted to report that the Highview College staff team is cohesive, collegial and professional. In 2018 we welcomed staff and farewelled staff. We have a balance of experienced and beginning teachers.

Level	2014	2015	2016	2017	2018
1	3	0	0	5	2
2	0	2	0	3	4
3	7	2	3	1	4
4	4	6	1	5	-
5	0	3	6	2	2
6	2	0	3	2	2
7	5	3	0	3	1
8	2	4	3	1	3
9	1	1	4	2	-
10	1	1	1	4	1
11	19	20	18	15	21
TOTAL	44*	42*	39*	43*	40*

\* Not equivalent to FTE

### New staff in 2018

**Mitchell Lovell** commenced as the College Chaplain.

**Samantha Kent** joined the English and Humanities Team.

**Natalie Storey** joined us to teach LOTE and Humanities.

**Sarah Lovel** joined the Physical Education and Science Faculties.

**Neil Holton** joined the Maths team from Kardinia College International.

### **Staff Qualifications**

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

### **2018 Executive**

Principal Melinda Scash  
B Ed (Psych, Lit, Lang) MACE, ACEL

Director Pastoral Care Marion Martin  
B App Sc, Dip Ed, Grad Dip (Sec)

Director Professional Practice Wendy Hare  
B Ed (PE/Sc)

Director Administration Stuart Mandersloot  
B Eng (Hons), Dip Ed (Maths/Physics)

Business Manager Christopher Plucke  
CPA, AICD

### **Pastoral Care Leadership Team**

Head of Junior School Brogahn Richards  
B Ed (P-10)

Head of Middle School Chris Egan  
Dip T (P-10)

Head of Senior School Wendy Pickering-Tyers  
B Arts, Grad Dip Ed (Sec)

### **Curriculum Advancement Team**

Head of Learning Support Lorraine Caldwell  
M Ed, Grad Dip Sp Ed, Dip T (Prim)

Head of PE/VET Lucy Freemantle  
B App Sci (PE), Dip Ed (Sec)

Head of Humanities/LOTE Jacinta Harvey  
B Arts (Psych/Hist), B Ed

Head of English Karen Lenk  
B Arts, Dip Ed, B Ed (Prim)

Head of Mathematics Katrina Pace  
B Ed, B Tech

Head of Technology Terry Payne  
B Ed (PE/Sci), Grad Cert Env&OEd

Head of The Arts Jeanean Pritchard  
B Arts, Dip Ed, Cert IV W, Cert IV BM

Head of eLearning Cory Skilton  
B Ed / B Arts (Eng, Lit, Hist)

Head of Science Andrea Youren  
B App Sci (Hons), Grad Dip Ed

### **Teachers**

Jamie Briody  
B Ed (P-10)

Andrea Collings (on leave)  
B Arts (Drama/Dance), B 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

Jordan Forster  
B Bus, Grad Dip Ed

Carel Fourie  
B Arts, Grad Dip Ed

James Fox  
B Ed (PE)

Nicholas Healey  
B Law/Arts, B Ed

Kate Hood  
B Arts, Grad Dip Ed (Sec)

Neil Holton  
Dip Tech Teach

Samantha Kent  
B Arts, B Ed

Geoff James  
B Arts, Dip Ed

Patrick Jenes  
B App Sci, Grad Dip Ed (Sec)

Christopher Kellow  
B Sci, Grad Dip Ed



Donna Kempster  
B Ed (Prim)

Donna Kersbergen (on leave)  
B Arts, Dip Ed, Dip Lit

Jerry Lau  
B Arts, Grad Dip (Sec), Masters (Music)

Sarah Lovel  
B Ed (PE, Psych)

Stan McNamee  
B Com, Dip Ed, B Ed, Grad Dip (Acc)

David Ormerod  
B Ed (Equ)

Maree Payne  
B Comm, Grad Dip Ed (Prim)

William Radford  
B Arts, B Ed

Patricia Sharkey  
B Sci, Dip Ed

Leisha Skilton  
B Ed (Sci/Maths)

Christopher Smart  
B Ed (PE/Outdoor Ed)

Natalie Storey  
B Ed (Prim)

Alex Sutton  
B Ed (PE/Health)

Aileen Thomas  
B Ed (Gen Sc), B Sci (Biology)

Luke Treacy  
B Ed (PE)

Tanya Waterson  
B Arts, Grad Dip Ed, Grad Dip Evaluation

### Teaching Assistants

Food Technology Judith Brennan

Counsellor Gon Dirican

Technology/Art Glen Fithall

Learning Support Ruth Gerolemou

Learning Support Maree Gordon

Chaplain Mitchell Lovell

Learning Support Christine Melton

Science Lab Geoff Mullen

Food Technology Gayle Parker

Learning Support Sandra Rossi

### Administration Staff

Public Relations Melissa Adams

Library Manager Christine Cananzi

Accounts Assistant Karen Crutchfield

IT Manager David Delves

IT Assistant Lucas Fitt

Careers Co-ordinator Janelle Howlett

Receptionist Sarah Johnson

Library Assistant Rachel Mitchell

Principal's PA Kylie Moore

Registrar Kay Murray

Receptionist Sharon O'Shea

### Maintenance Staff

Project Manager Shane Harman

Groundsman David McClelland

### Staff Numbers (based on August Census)

For 2018, the staff numbers were:

- 43 Teachers (39.07 FTE)
- 2 Exec (2.0 FTE)
- 11 Administration staff (9.08 FTE)
- 9 Teaching Assistants (4.91 FTE)
- 2 Maintenance staff (1.53 FTE)

Of these 67 employees, there are 39 females and 28 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 2018, 6 staff retired or resigned. The retention rate was therefore 91.04%.

### Staff / Student Ratios

Full time teachers equivalent to 39.07  
 $408/39.07 = 10.44$

Full time non-teachers equivalent to 17.52  
 $408/17.52 = 23.29$



### DELTA Program

#### Marion Martin

2018 continued Highview College's unique Pastoral Care program, DELTA.

DELTA Mentors continued to flesh out and develop the DELTA program, rewriting things that needed to be changed and adding lessons that worked well. At the start of the program, we knew it would be a work in progress.

Students continued to develop previous skills including meditation, development of character strengths, understanding mindsets and social skills. Students found the use of Gratitude journals useful and have continued with their use.

The Pastoral Care team and DELTA Mentors will continue to develop and refine the program.

### Whole Living

Past Principal Geoff James continued to develop the 'Whole Living' program. This year working on a new method where all students in the year level would attend the Theatre, where Geoff demonstrated the program as a lecture style. This was different to the previous year where the lesson was delivered by team of teachers delivering Geoff's Program to each class.

### 2018 Mission Month

May is Mission Month at Highview and in 2018, the Maryborough Church of the Salvation Army was our local charity of choice for the staff who raised \$1331.80 and student fundraising collected \$1114.40 for St Vincent de Paul Society.



## Teaching & Learning Excellence

### Wendy Hare

This role, established in 2017, was created to lead and manage the following areas –

- Curriculum requirements & advancements,
- The CAT team (Curriculum Advancement Team)
- Strategies, protocols and policies relating to teaching best practice
- Establishing and implementing teaching standards and policies to utilise SEQTA to provide ongoing assessment and feedback
- Legislated documentation requirements
- Professional practice and development of staff
- Oversee VIT Mentoring programs
- Establish and monitor a teacher peer observation program
- Implement requirements for Annual Review and goal setting meetings

### Professional Practice

As the Director of Professional Practice (DPP), I work closely with the Heads of Department (HODs). As their Line Manager, I acknowledge and value the work and time commitment required of them and their leadership responsibilities as we collaboratively strive for best practice for their Faculty members.

The curriculum leadership group is known as 'CAT' (Curriculum Advancement Team). In our meetings we discuss matters relating to best practice, documentation, teaching responsibilities, policy development, effective feedback, reporting protocols, Faculty budgets, strategies to support and enhance academic progress, improving student outcomes and much more.

HODs are responsible for the teaching performance of their teams and regularly monitor their practice to improve student outcomes. They lead by example and are a

dedicated group of experienced and skilled teachers.

### Professional Learning

It is important that staff remain current with the key knowledge and skills required within their specialty areas. Every member of staff is encouraged to source relevant Professional Learning opportunities which align with their professional annual goals. It is equally important that Professional Learning opportunities for the whole school are offered to accommodate consistent approaches to best practice. Many staff have already taken advantage of opportunities to improve their practice through a variety of professional providers.

Staff have had the opportunity to attend a number of Professional Learning sessions at Highview this year. The AITSL Professional Learning requirements are met through the provision of scheduled workshops.

The focus for much of our Professional Learning this year has been based on extending our SEQTA competencies. We also completed another day of 'Berry Street' training which had a focus on improved personal positivity and resilience. Staff have appreciated these opportunities, and embraced these strategies into their classrooms and lives.

### Mentoring Provisionally Registered Teachers (PRTs)

Highview values the development of all staff. We have developed a comprehensive support program for staff who are new to teaching.

The first few years in teaching can be challenging, and we recognise the importance of support, guidance and feedback to help graduates lead their classrooms with confidence.

Studies have shown that PRTs who receive mentoring are considerably more likely to stay in the profession and flourish. We have a small number of PRT staff working



with us this year and they are enthusiastic, dedicated and well on their way to gaining their full registration.

Mentoring includes weekly support meetings, as well as guiding PRTs through the mandated Victorian Institute of Teachers (VIT) registration requirements.

Lesson observations are an integral part of gaining registration, so it is important that professional and supportive relationships exist between the staff. HODs are the likely candidates to be Mentors and we continue to endorse their VIT Mentor Training.

Mentoring is all about developing good teamwork, collegiality, respectful communication and relationships. I am privileged, at Highview, to be working with such an extremely professional mentoring team.

### **Classroom Observations**

Observations are often a two way learning experience. They are conducted in agreement and provide the basis of many collegial conversations.

As an Evidence Based Observation (EBO) Trainer and VIT mentor, I have been team-teaching and observing in classrooms for many years. I can clearly say that the experience can be as beneficial for the coach as it can be for the teacher involved. Instruction techniques and classroom strategies can be shared so that both parties are richer for the experience and can build new and affirming strategies and understandings. There are always opportunities to continue to learn and improve our professional practice.

The observational process was based on our newly developed SMaRT Strategies, as well as the AITSL teaching standards. It relies on the collation of evidenced based data that exemplifies how our craft is meeting our prescribed strategies and teaching standards.

Studies advocate the power of 'visible learning', as well as referencing 'team

teaching' and 'open classrooms' as effective strategies.

HODs conduct the majority of our observations and have completed training to ensure a transparent and consistent approach. They observe their own Faculty staff at least once per semester and complete the observational record endorsed by the CAT team.

HODs are most suited for these observations because –

- They have knowledge of the content and appropriate skills
- They already have supportive leadership and managerial relationships with their own faculties, and
- They can provide timely and relevant feedback to facilitate the enhancement of the teaching craft.

### **Professional Goal Setting**

In consultation with CAT members, we developed a streamlined Annual Review process. It enables the teacher to 'own' their future learning goals and professional learning opportunities. It aligns them with the AITSL teaching standards by utilising their online tools and enabling access to the multitude of professional development opportunities in each set of standards on this web site.

This review process also empowers HODs, as Line Managers, to be more closely in touch with their teams as they set (and check) future learning and best practice goals together.

The three step process involves:

1. The AITSL website - The Self-Assessment Tool (SAT - a formatted self-reflection on teaching practice)
2. A personal reflection sheet where teachers review their SAT results

and reflect on their classroom practice

3. An annual review meeting with their relevant HOD to reflect on the year and determine the following year's learning goals

This process facilitates a respectful conversation, not only about affirming practices, but also about areas staff may further develop. It is based on the concept of continual learning and development and our belief that all teachers at Highview College should strive for best practice.

### The role of DPP

Just as HODs monitor, check, support and praise their team, I too, support and acknowledge the HODs. Collectively we audit and support staff as they perform their roles.

I also have the responsibility of developing and reviewing policies which relate to teaching and learning.

In 2018, in collaboration with CAT, we reviewed policies in the following areas:

- Curriculum Frameworks (UBDs)
- VCE acceleration programs
- VCE Pathways
- Homework Guidelines
- Feedback, Assessment & Reporting
- Professional Mentoring

Further to policy development, I am also involved in determining protocols and procedures that are linked to either curriculum, academic or teacher performance indicators.

I am always looking for ways to improve efficiency, whilst ensuring thorough records are maintained. These goals have also helped me with researching, gathering and interpreting data, formulating criteria based templates and protocols as well as scheduling and conducting meetings and interviews.

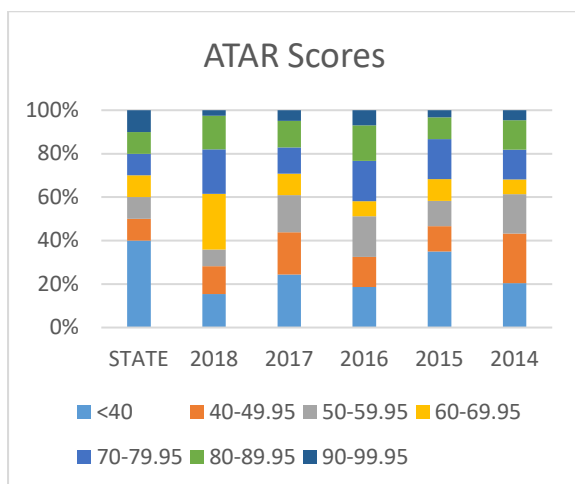
This has helped with areas such as –

- NAPLAN & VCE Examination administration
- VCE Acceleration guidelines and interviews
- Duke of Edinburgh implementation
- HOD reviews
- SEQTA Audits
- SEQTA Reports
- UBDs

I am grateful for the professionalism of the CAT members, Cory Skilton in his role leading SEQTA & eLearning, Stuart Mandersloot who, as Director of Administration, seems to be able to make anything possible.



## ATAR Results



2018 College ATAR results demonstrated:

- 38.5% of students with ATAR > 70
- Our highest numbers in recent history for students in the top 40%, 50% & 60%
- Lowest percentage of students in the bottom 40% (15.4%) in the last 5 years
- 2.2% of students in the top 10%, the lowest number over the last 5 years. Otherwise the 2018 graph is as top heavy as it has been in recent years.



## 2018 University Entrance

Of the 43 students who completed Year 12 in 2018, 37 students sat the examinations. All students who sat exams applied for tertiary study. 35 applications were made for Victorian institutions, 1 student applied for both New South Wales and South Australia and 1 applied for Queensland only.

Of the 37 students who applied for tertiary studies 35 (94.6%), received first round offers. At the end of the offer periods, 13 students received more than 1 offer and all 37 students had been accepted into tertiary study. This is an amazing result and a great credit to the students concerned.

Of the 48 offers that were made across all offer rounds, 17 (36.2%) offers were made for courses in Melbourne, 12 (25.5%) across Bendigo/Ballarat, 14 (29.8%) for Geelong, 2 for New South Wales, 1 in South Australia and 2 in Queensland.





## Destinations of 2017 graduates

## Highview Christian Community College

## 2. Post-school destinations of Year 12 or equivalent completers

Table 3: Destinations of Year 12 or equivalent completers who exited school in 2017, from Highview Christian Community College, Central Goldfields (S) and Victoria

Post-School destination	Your School		Central Goldfields (S)		Victoria	
	Number	Per cent	Number	Per cent	Number	Per cent
In Education or Training	13	68.4	29	56.9	21161	75.1
Bachelor degree	8	42.1	17	33.3	15460	54.9
Certificates/diplomas	4	21.1	7	13.7	3416	12.1
Certificate I-III	-	-	1	2.0	621	2.2
Certificate IV or higher	4	21.1	6	11.8	2795	9.9
Apprenticeship/traineeship	1	5.3	5	9.8	2285	8.1
Apprenticeship	1	5.3	4	7.8	1617	5.7
Traineeship	-	-	1	2.0	668	2.4
Not in Education or Training	6	31.6	22	43.1	7022	24.9
Employed	2	10.5	10	19.6	3182	11.3
Employed full-time	-	-	5	9.8	1102	3.9
Employed part-time	2	10.5	5	9.8	2080	7.4
Looking for work	1	5.3	3	5.9	893	3.2
Deferred	3	15.8	9	17.6	2824	10.0
NILFET	-	-	-	-	123	0.4
Unknown	-	-	-	-	1	-
Total respondents	19	100.0	51	100.0	28184	100.0

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

Table 4: Destinations of Year 12 or equivalent completers six months after leaving school in 2017, Highview Christian Community College, Central Goldfields (S) and Victoria

Post-school destination	Your School			Central Goldfields (S)			Victoria		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
Bachelor degree	58.7	51.6	42.1	47.4	40.8	33.3	54.2	53.8	54.9
Certificates/diplomas	13.0	6.5	21.1	15.8	9.2	13.7	14.6	12.9	12.1
Apprenticeship/traineeship	6.5	12.9	5.3	7.9	10.5	9.8	8.1	8.1	8.1
Employed	10.9	9.7	10.5	17.1	17.1	19.6	9.6	11.1	11.3
Looking for work	4.3	6.5	5.3	5.3	5.3	5.9	3.3	3.4	3.2
Deferred	6.5	12.9	15.8	6.6	14.5	17.6	9.7	10.2	10.0
NILFET	-	-	-	-	2.6	-	0.5	0.6	0.4
Unknown	-	-	-	-	-	-	-	-	-
Total respondents	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

## Achievement information for 2017 Cohort



## SENIOR SECONDARY COMPLETION AND ACHIEVEMENT INFORMATION, 2018

**VCAA School number:** 01413

**VCAA School name:** HIGHVIEW CHRISTIAN COMMUNITY COLLEGE

**Address locality:** MARYBOROUGH

### School Programs:

Number of VCE 3-4 Units with enrolments	23
Number of VET certificates with enrolments	7
Offers the International Baccalaureate (Diploma)?	No

### Student Cohort:

Number of students:	
Enrolled in a VCE 3-4 Unit	68
Enrolled in a VET certificate	71
Enrolled in VCAL	-
Percentage applying for tertiary places	81

### Student Achievement:

Percentage of satisfactory VCE completions	100
Number of students awarded the VCE (Baccalaureate)	-
Percentage of VET units of competency completed	99
Percentage of VCAL units completed	-
Median VCE study score	30
Percentage of study scores of 40 and over	3.8



## NAPLAN 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 2014-2018.

Proportion of students meeting National Benchmarks					
YEAR 7	2014	2015	2016	2017	2018
Reading	100%	100%	93%	96%	97%
Writing	93%	85%	97%	91%	90%
Spelling	88%	96%	90%	96%	88%
Grammar & Punctuation	93%	100%	94%	90%	91%
Numeracy	98%	100%	99%	99%	99%
YEAR 9	2014	2015	2016	2017	2018
Reading	94%	93%	96%	95%	97%
Writing	89%	76%	94%	87%	83%
Spelling	89%	85%	85%	97%	85%
Grammar & Punctuation	90%	90%	91%	94%	94%
Numeracy	97%	100%	97%	100%	97%

At Year 9 our Reading levels were again similar to State results, just a little lower. This was similar for all areas: a little below State levels, with Writing and Spelling being the furthest behind. Numeracy was again close to State levels at the median and lower end, but was behind State levels at both the 75<sup>th</sup> and 90<sup>th</sup> percentile, suggesting our top 25% of students are behind state levels.

At Year 7 our Reading and Numeracy results were close to State levels with all other results below.

## University Links

### Karen Lenk

In 2018, programs were revised, improved and implemented. These included the PST group 'Learning Walks', the PST first year cohort one-week placement and our usual PST mentoring intake at Highview College.

These programs afford our teaching staff the opportunity to showcase and share their skills and be at their best, plus be privy to the latest teaching ideas from FedUni. PSTs are used across Highview College assisting in camps, sporting events and in learning support.

Academics, Dr Anitra Gorris-Hunter and Dr Peter Sellings, visited Highview College and delivered professional development. Dr Sellings in particular is keen to work with Jordan Forster, Head of Mathematics now and in the future.

The Year 8 Activity Day at FedUni Ballarat was run as a teaching and learning event, with the underlying goal of encouraging Highview students to be aspirational tertiary students. This event is solely funded by Federation University.

Projects were also set up for 2019-2020. These included research on two aspects of Highview College; use of technology and the FedUni-Highview Partnership itself. The results of these projects will be collated and presented as formal papers in 2019.

A further project was initiated for implementation in 2019 based on the Highview DELTA program. This will involve research into the content of the program, and how FedUni may assist in enhancing the resources available to teachers.



## Junior School – Years 7&8

### Brogahn Richards

The past 12 months in the Junior School have been very eventful and busy. There have been many joyful moments shared together by students in Years 7 and 8.

Year 7 students 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'. This tradition was one part of the 'Mexican Night' festivities.

Support 7 was re-vamped and took place on many Tuesdays throughout the year. The Year 7s were mixed into seven smaller groups and were led by our Year 11 peer leaders. Activities were based around the following themes: social interaction, bullying and relationships. This program continues to grow and we look forward to it continuing in 2019.

Year 6 students were grateful to the Year 7 student helpers who gave up a student free day to assist them on Experience Day. A big thank you to those involved on the day as well as the students who offered to assist.

The Year 8 students participated in a number of excursions over the course of the year. The first was to Anglesea for a Surf experience where they enjoyed a day of fun in the sun with their friends. In Term 2 the Year 8s were invited to attend an experience day at FedUni to gain insight into tertiary education and to start considering options for their future pathways. The third excursion was the annual Melbourne Zoo trip and again this was a highlight for many of our Year 8s. And finally the last excursion for the year was their Earth Ed geology excursion which took place in Term 4. The students said this day 'rocked'. On all of these

excursions our students represented the school well and were commended by the organisations for their positive attitude and their kindness.

Both year levels were fortunate enough to have guest speakers come and present on cyber safety, self-respect and resilience. We are very grateful to Maria Smith from Bounce Consultancy and Kim Garsed from the Maryborough Police Department for giving up their time.

It was again great to see the how many Year 7s and 8s were involved in the school production 'Madagascar Jr'. Their energy and enthusiasm radiated from the stage and we look forward to seeing them in many more productions to come.

Over the past year there have 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. The Year 7s and 8s enjoyed making class films to present at the final levels assembly of the year to share with their peers. These videos will be added to their time capsules and should be a nice little memento to look back on at their Year 12 graduation.

We are always looking for new ways and opportunities for students to action their values in a meaningful and useful way. This at times has involved students participating in fundraisers for various charities, connecting with local community organisations and offering assistance at various local events. The time and energy spent on developing Highview College's strong Pastoral Care program is making a difference in shaping our future young adults.



## Middle School – Years 9&10

### Chris Egan

It has been yet another very busy year for both year levels in Middle School and the students have had a very fulfilling year with different activities and outings that help fulfil their learning at Highview.

In early February, the Year 9s had their first STRIVE Activity Day where they were kept very busy making their cardboard racing cars and racing them. This is a very enjoyable activity for the students who really get behind having fun.

The Middle School SRC headed off to Castlemaine for the VicSRC workshops. This was quite an interesting day with lots of discussions between students from different schools putting in their ideas for how their SRC would run.

Students from both year levels attended the Rotary Lift Program at the Maryborough Hub. This is a program where leadership skills are taught and developed.

In April the Years 9 and 10 were able to make their first visit to the newly refurbished Paramount Theatre in Maryborough to watch the movie, 'Wonder'. This was a very heart-warming movie based on a true story of challenge and discovery for a small boy with a facial disfigurement. There were more than a few tears shed.

The Year 9 cohort headed off to the Lady Northcote Camp in Rowsley. This is a YMCA run activity camp where the students are kept very busy with activities including raft building, giant swing, high ropes, mountain bikes and archery. The students don't have time to get bored and their days are very busy. I am very impressed with this camp and we are well looked after in every respect.

May was also the time for our Mission Month. The Year 9s were in charge of a Pizza Day and handled the job very well. I would like to thank those Year 9 leaders

who helped out with organising and helping to sell the pizzas.

In July, Year 9 had their second activity day for STRIVE. The activities for this day included: Boot camp, Quidditch and Dancing. I was part of the Quidditch and found it a great concept and kept the students fully occupied.

August saw our Middle School Council leaders very busy in organising the school social. The theme: Disney. It was great to see all the students turn up in a variety of costumes and in particular the staff who joined in.

I would like to thank the Year 9 student leaders for this year: Francesca Howe, Isabella McGillivray, Erin Allman, and Campbell Latch for their help in their leadership and running the activity days and social.

I would also like to thank the Year 9 DELTA Mentors: Jamie Briody, Patrick Jenes and Katrina Pace for their efforts in keeping the program running and trying to instil in the students the life skills they need to be good citizens.

Thanks also goes to Patrick Jenes who took on the massive task of running the STRIVE program this year. An excellent effort by Patrick and the new format seemed to work really well. If parents have not had the opportunity to see the STRIVE Presentation Evening, when students present their work, I invite you to come along and see the incredible diverse talents of students in Year 9.

For Mission Month the Year 10s ran a 'Donut Day'. Everyone loves donuts, and this was proven when 300 donuts sold out in 20 minutes, (something to keep in mind for next year).

In June, the Year 10 students had their week's Work Experience. Thanks to Janelle Howlett for the massive job she does in getting the students into employment for that week. It doesn't happen overnight, it is months of

preparation. Thanks also to DELTA Mentors, whose job it is to oversee the wellbeing of every student in their class.

In July, three Year 10 students, Mick Malik, Charlotte Roche and Declan McInnes had the opportunity to participate in the annual Mindshop Excellence program. This activity is hosted by Maryborough 'True Foods'. The students collaborate with three MEC students. Their task was to come up with how best to advertise the True Foods brand. The three students were involved for the full week and had to present their case in Maryborough and then in Bendigo. Each year this is proving to be a very worthwhile activity for the students involved.

In September, the Year 10s were off to City CYC camp. The city accommodation is perfectly located and well maintained. Several students, who were obviously not too familiar with the city, were overwhelmed by the size of the buildings and the number of people. Our activities this year included ice skating, Artvo Museum at Docklands, entertainment at Crown Casino including ten pin bowling, arcade games and Laser Blast. We also went on a River Cruise along the Yarra, which the staff really enjoyed because it was slow and leisurely, but the students didn't think much of it for the same reason. We also visited the Eureka Tower where some students were brave enough to go out on 'The Edge'. This is a compartment that slides out over the street, 88 floors and 285 metres below. The glass room then suddenly becomes transparent. Other students felt that the elevator ride was exciting enough and felt safer on the opaque ground. Once again thanks to the staff who attended and managed a lack of sleep and a lot of walking.

In October, Senior Constable Kim Garsed came to speak with Middle School students about cyber safety and social media etiquette. This was a timely and very interesting session and we thank Kim, a past-Highview student, for her time and expertise.

In October, the 'Keys Please' program was transformed to the new 'Road Smart' program. Three facilitators came to the school to talk to the Year 10 students about road safety and learning to drive.

Also in October, the Year 10s were privileged to have a facilitator from Elevate Education. This is a motivational program which will be available for the whole school in 2019 teaching study skills and revision techniques. This was also a very interesting activity. The students felt they got a lot out of this.

A big thank you to our Year 10 leaders this year: Darcy Kelly, Declan McInnes and Matthew Judd who were instrumental in organising the Mission Month activities and the social.

Thanks also to our Year 10 DELTA Mentors: Neil Holton, Brett Douglas and Tanya Waterson for their ongoing support throughout the year.

For the Year 10s who are moving to their most important stage of their Secondary School lives next year, I wish you all the very best and thank you for two great years of getting to know you and sharing the trials and tribulations that come with the Middle School years. You have survived and will continue to do so. I will miss you all.

To my Year 9's, you can look forward to another year of Middle School and having your own common room at long last - providing you look after it – next year.





## Senior School – Years 11&12

### Wendy Pickering-Tyers

As another busy year ends for our senior students, we reflect on the events of 2018. VCE students started classes slightly earlier than other students and were into the swing of school work very quickly. Much of the focus in Term 1 was on developing study skills for the year ahead. We invited a group called 'Elevate' to lead students through sessions on note-taking in class, organisation, revision strategies and stress management. A parent information session was also held, to ensure that everyone could support the students through the challenges of VCE. Throughout the year, DELTA Mentors and the Elevate team revisited these topics to encourage students to maximise their chances for success. Students and teachers also took greater advantage this year of SEQTA to track class work and academic progress and many Year 12 students had access to Edrolo, another online tool to enhance the learning and progress of all students.

In March, we acknowledged and celebrated the Year 11s commencing their VCE journey. The Year 11 Presentation Dinner was a formal evening where the students were introduced and presented to the school community. We shared a meal followed by dancing to finish off the evening. It was a wonderful night where students dressed up and enjoyed socialising with staff and families before the rigours of VCE really begin.

Year 12 students, Dominic Howe and Bailey Raats, capably led our Senior School Council this year. We ran a Balloon Room fundraiser for Mission Month, which was a lot of fun and saw students lined up down the corridor for a go at popping a balloon to win a range of great prizes. The Senior Student Council was also heavily involved with preparations for the school social in August. The Disney theme was very popular and gave students the

opportunity to create some extravagant costumes and some beautiful fairytale decorations. The work put into this event by school leaders and student council members was extraordinary and the staff and student body were very grateful for all their efforts!

Term 2 saw Year 11 students, led by Mrs Janelle Howlett, attend the Age Careers Expo in Melbourne. The reports from this day were positive, with many students finding inspiration or further information for their future studies and careers. The Year 11s also had an intensive exam week in June aimed at assessing their progress and preparing them for the exam process that becomes so important in Year 12.

Term 3 was dedicated to assessment and exam preparation as the end of the year drew closer. Year 11s spent time deciding on their subjects for next year whilst Year 12s prepared for life after Highview, submitting applications for university courses through VTAC, scholarships, accommodation, jobs and TAFE. We had Troy Westblade from Ballarat Group Training visit to help students prepare for interviews and to give advice on resumes and employment. Mrs Janelle Howlett and the DELTA Mentors all played an important support role for these stressful times and I thank them for their time in helping students pursue their future goals. Also in Term 3, Year 11s participated in the Leadership Training Day, where the focus was on developing the skills and values associated with student leadership. We had a guest speaker – Nathan Strempe – and many students found this day a fun and educational experience that motivated them to apply for a leadership role in the school for 2019. Congratulations to all the successful applicants – we look forward to seeing you in action next year.

Term 4 was a short one for the Year 12s and they expended a lot of energy in preparing for their final school assembly on their last day of classes. It was an entertaining day with lots of light-hearted

fun celebrating the warm relationship that students and staff have at Highview College. The Graduation Dinner that night was full of laughs and excitement about the future, as well as some tears as goodbyes and thanks were shared. The Year 12 students are to be commended for their conduct in their final weeks and the College sincerely wishes them every success and happiness in the future. It has been a pleasure working with these students.

As the Year 12s headed off to tackle their final exams, Year 11s also finished classes, completed exams and then embraced a three-week Orientation Program for next year. This time has enabled them to get a head start on the concepts and skills for Year 12. Many will utilise the summer holidays for further preparation ensuring a positive final year ahead. One of the final events for 2019 Council Leaders was a trip to Seymour. In November, five of our leaders travelled to Seymour with the Maryborough branch of the Vietnam Veterans Association to visit and learn about the Vietnam Veterans Commemorative Walk. This was a moving and powerful experience for students and we thank the Vietnam Veterans of both Maryborough and Seymour for their support and guidance on the day.

I thank the teachers who have worked tirelessly with the senior students, particularly the DELTA Mentors: Terry Payne, Kath Dunne, Jeanean Pritchard, Jerry Lau and Sarah Lovel, for a positive year in the Senior School.



## Information Technology Systems

### David Delves

Keeping teachers teaching and students learning may sound like a modest IT mission. Except that teachers and students are individuals. Thus there are seventy variations on how to teach and 430 ways of learning. Add record keeping and accounting then the remit of the IT department is very broad. If it plugs into the wall, it is ITs responsibility is a rough summary that misses half of what we do.

Users do not see most of what IT does. Almost all of the capital expenditure and work completed in 2018 was behind the scene.

Major projects completed in 2018 were:

#### Wireless network upgrade

The existing Aruba wireless network was over five years old and unable to cope with the newer wireless network cards in the latest laptops. After trialling several providers including cloud/vendor managed systems, a range of Ubiquiti wireless access points was selected. A self-managed solution that required the configuration of a Wireless Network Server. Installation occurred over a couple of months with both systems running in tandem and then the old system retired. Users did not notice that this had been done.

#### Internet connection upgrade

At the end of 2017 and the beginning of 2018, our internet usage was exceeding our allocated bandwidth, with the provider then rate-limiting our connection. We have now signed a three year agreement to increase the bandwidth by 50% to 150 megabits per second (uncontested both ways). This will provide more than adequate bandwidth for staff and students as well as allow for the move to VOIP phone services in mid-2019.

### Server cluster upgrade

Early in 2018 one node in our main server cluster shut down, with a memory error. No disruption to services occurred as the system is designed to be able to cope with the loss of a node. Further investigation showed the system was overloading and that an increase in memory and disk storage was urgently needed. This was done in the Term 1 holidays, and again no-one noticed.

### New backup server, software and tape

The existing backup server and storage system was four years old and out of warranty in mid-2018. A new backup server with a 9X15 Terabyte tape back carousel was installed, along with new backup software that works better with our main server cluster.

### Introduction of Papercut

We print over a million pages a year, mostly in colour. The existing three-year lease with Canon and SCBM ended in January 2018. A full review of printing at Highview was completed, and a new lease with Canon and SCBM for fewer but higher capacity printers was agreed, along with a wide-format inkjet printer.

As part of the new lease, Papercut management software and printer control was added.

### Second level file storage capacity

Two 45 Terabyte NAS (Network Addressed Storage) units solved storage problems for a fraction of the cost of a second storage unit for our main server cluster.

### Staff laptop refresh

Current three-year lease ended in December 2018. A new lease for all laptops for 2019 including staff laptops negotiated with DELL Financial Services provided a better solution than outright purchase. All staff received new laptops before the end of the school year.

### Introduction of EdSmart

'Parent Paperwork' was trialled in 2017 and fully implemented as 'EdSmart' in 2018. Emailed paperless forms are now the standard communication method with parents.

### Testing & Tagging program

Chargers must be tested for electrical safety (Tested & Tagged) every six months. Two new portable appliance testers with software were purchased along with a class set of chargers.

Chargers are now swapped out every six months on an exchange basis, one class at a time. Two Year 12 students have trained to do Testing & Tagging.

### Ongoing activities completed in 2018:

- Deployment of 160 new laptops for Years 7 and 10
- Software licence renewals for Microsoft and Adobe
- Repair of over 200 laptops
- Assistance to users with software issues and how-to questions
- General server maintenance and software updates
- Laptop operating system and software image creation and updating
- Maintenance of antivirus systems
- Maintenance of email system
- Maintenance of printers
- Maintenance of data projectors and electronic boards
- Maintenance of internal phone system
- Maintenance of network switches and cabling





## Humanities

### Jacinta Harvey

#### The Shape of the Team

At the end of 2017 we farewelled Jared Wytkamp and Antoinette Sweetman and later Stan McNamee at the end of Term 1 this year when he took his long service leave. With this departure, we welcomed Jordan Forster, Nick Healey, Samantha Kent and Natalie Storey to the Humanities and LOTE teaching team. Our existing staff, Jacinta Harvey, Wendy Pickering-Tyers, Kate Hood and Donna Kempster welcomed our new members. In 2018, the team has been working collegially updating current curriculum documentation and exploring new resources for the delivery of Humanities subjects.

#### Reshaping WOW

2018 saw a large overhaul of the WOW program with a heavy focus on improving literacy. This has involved weekly writing and grammar tasks for students. In Term 3, the decision was made to teach English and Humanities separately in 2019. It was decided, with the birth of DELTA, that the Pastoral Care element of WOW was no longer necessary. This will allow an increased focus on skills in both curriculum areas.

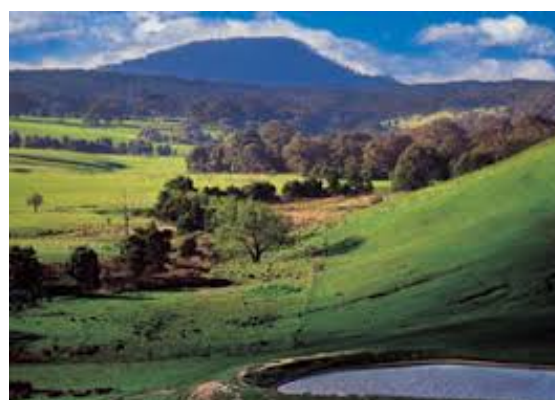
#### LOTE

LOTE classes have returned to a dedicated LOTE classroom in 2018 to allow for students to be immersed in the culture of Indonesia. That classroom contains displays of common phrases, numbers and colours to assist students in their learning. Students studying Indonesian were lucky to be a part of a Suara Dance incursion in Term 2. Students thoroughly enjoyed watching and joining in as well as seeing traditional costumes. Highview students continue to enjoy the Indonesian Independence Day celebrations every year.

## Excursions and Hands-On Experiences

As part of the unit on the Industrial Revolution, all Year 9 students attended 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 within the farm.



## Learning Support

### Lorraine Caldwell

Learning Support continued to operate from Room 1 during 2018 where its location, close to the Year 7 and 8 corridor and yard, meant easy access for students. We have an 'everyone is welcome' approach and encourage students and teachers to call in and chat with us, play a game, or feed the fish.

### Support in action

Learning Support classes run in 2018 included four Year 7 groups, four Year 8 groups, two Year 9 groups, one Year 10 group and one Year 11 group. Whilst Learning Support teachers aim to support students as they keep up with class and homework, opportunities to provide targeted teaching at a student's point of need, are taken advantage of.

Eight students have begun the Macqlit program in 2018 and it is anticipated that they will continue in 2019. Macqlit is an explicit and systematic reading intervention for small groups of older, delayed readers.

The five Learning Support Aides, spend allocated time in classes to further support and empower students. Their work is invaluable as they fulfil a number of support roles including: motivating, enabling, monitoring and congratulating students as they meet challenges.

Room 1 also provides a safe withdrawal place for students when they are overwhelmed by their workload and need help to manage, or when they need to reset their emotions.

### Collaboration

Early in 2018, the Learning Support staff collaborated with the Mathematics Faculty to instigate 'Access Mathematics'. This is a modified program designed to suit the varying needs of students who require a modified program to experience success in Mathematics.

In Term 4, Access Mathematics teachers and Learning Support staff participated in a video conference with a 'Maths U See' consultant. Following the conference, it was agreed that the 'Maths U See' program would be an excellent Mathematics intervention program which would efficiently address the needs of students and teachers at Highview College. Teaching Access Mathematics classes using the 'Maths U See' resource will commence in 2019.

### Professional Learning

Two Learning Support staff attended a conference delivered by Autism Spectrum Australia, 'Positive Partnerships: Working together to support school-aged students on the autism spectrum'.

A direct and immediate change has been the use of the Planning Matrix to understand individual ASD profiles with the aim of improving student outcomes.

Learning Support staff were very happy to be able to attend a full day workshop, 'Understanding Disability and Inclusive Practice', presented by Horsham Special School. Apart from the value of the shared experience, everyone on the team felt that the rephrasing of the term, 'Understanding Disability', to 'Understanding this ability', underpins our approach at Highview College.

### Looking Forward

Learning Support staff are committed to being friendly and professional, flexible and methodical, and empowering students to achieve their best. We look forward to continuing to strengthen our team approach in 2019 and maintain positive connections with students, and their families and teachers.

## Mathematics

### Katrina Pace

Throughout 2018 there were continuing improvements in the Mathematics Faculty involving staffing, curriculum and class structure to name a few.

### Class structure

In 2018, Highview College ran classes based on ability. Setting was trialled across Years 8 and 9 in 2016 and implemented across Years 7 to 9 in 2017. This year was the first year to have all classes from Year 7 to 10 managed in this way.

We also introduced Access Mathematics classes this year for those students who require extra support in the fundamentals of Mathematics. Access Mathematics students have individualised programs relevant to each student's needs, and work in very small classes.

### Support Programs

Students were well-supported by the Learning Support staff and through the ability-grouped classes in Years 7 to 10. In addition, the Mathematics Faculty also implemented regular lunchtime study sessions in the Library during Terms 1 to 3.

All students were welcome to receive assistance with their homework, or just make use of a quiet place to get their work done.

### Extension and competitive involvement

The Mathematics Faculty is continuing to extend students outside the classroom with involvement in external competitions, including: the 'Mathematics Challenge' and the 'Mathematics Competition' for Years 7-10 and the 'Mathematics Games Day' for Year 8. The College will continue to be involved in competitions each year.

### Mathematics incursion

In 2018 we had a Mathematics incursion for all Year 7 students from Felstead

Education. This event was called 'The Mathematics Show' and explored patterns and tricks in Mathematics as well as some history, and was very entertaining.

### Technology in Mathematics

Highview College continues to have a strong emphasis on embracing Technology across the curriculum. In Mathematics 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 and Year 12. However, all textbooks come with an online access code so even students with a hard copy textbook are also able to access an online version.

We also trialled Edrolo in VCE classes and Year 12 students will have access to this in 2019.





## Sport

### Luke Treacy

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

### House Carnivals

Whole School House Swimming, Athletics and Cross Country Carnivals were held, 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. The carnivals have been a great success, and are an essential part of positive school culture. The Houses also play lunchtime basketball, soccer, netball and spikeball tournaments throughout the year. All Houses and House Captains performed with distinction.

Campbell were the dominant House of 2018. This was built on the back of the highest participation rates, and strongly led by Captains Jackson Solomano and Connor O'Shea.

### 2018 House Carnival Results

2018	Champion	Spirit
Swimming	Chisholm	Butler
Athletics	Campbell	Chisholm
XCcountry	Campbell	
House Cup	Campbell	

### Highview College vs MEC Sports Cup

The Highview College vs MEC Sports Cup has been fantastic for building community spirit and links between the students, staff and the schools. The schools played a summer sports day in March, (tennis, cricket, basketball) and a winter sports day in May (football, soccer, netball). The students enjoy competing against family and friends from opposing schools. The

standard of the play and sportsmanship from the schools is exceptional. MEC won a closely contested 2018 Cup, 10 wins to 9 wins.

### Female Football Match

As part of our Winter Sports day, a Highview College vs MEC Female Football Match was played. Almost 50 girls participated in the match, showcasing the local talent in the sport. Tapping into the success of the local Carisbrook Football Club women's team, and the recent AFLW competition, the schools are committed to promoting female football in our local area.

### New Football Jumpers

New Football jumpers have been purchased to accommodate our teams, particularly our female teams. Our design has changed, to include more Red, which will prevent clashes with MEC and the ICCES team uniforms.

### Inter-School Sport - ICCES

Highview College's involvement in the 'Independent Country Co-Educational Schools' Sporting Association is a feature of our sporting and extra-curricular programs. Highview College competes against seven other Independent schools including, Girton Grammar, Bacchus Marsh Grammar, Ballarat Grammar, Gippsland Grammar, Goulburn Valley Grammar, Braemar College and The Hamilton & Alexandra College.



We are fortunate to provide our 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. In addition to the Swimming, Athletics and Cross Country Carnivals, our students had the opportunity to compete in badminton, table tennis, netball, basketball, soccer, debating and chess events. Highview College performed very well across the events.

### **Futsal Championships**

Highview College entered teams in the Regional Futsal titles held in Ballarat. Futsal is a rapidly growing sport, and here at Highview College we have two students currently in State Representative teams. We were excited to offer this opportunity.

### **Local primary school events**

Building community links with local primary schools has allowed us to support their sporting events. For several years now, experienced Highview College students have attended primary school sports days to assist with running events, umpiring matches, coaching teams, and offering other required support. This support has been greatly appreciated by the local primary schools.

Highview College students also worked closely with St Augustine's Primary School students to support their Energy Breakthrough program.

### **Essendon Football Club visit**

As part of our AFL Schools Ambassador program, Essendon Football Club players visited the school in May. They spent time on the oval for some football skills, and then conducted Q&A sessions with the students. It is great for country students to meet elite sportspeople and hear their stories, to show them to work hard and follow their dreams.

## **Technology**

### **Terry Payne**

#### **Introduction of Robotics**

2018 saw the introduction of Arduino microcontrollers into the ICT program. The Year 9 STRIVE Robotics class constructed a vehicle with front sensors which, when programmed, was able to move away from objects.

The Year 10 Informatics and Year 11 Computing students had the opportunity to develop their programming skills with the Arduino microcontrollers by constructing circuits using LEDs to simulate traffic light sequences.

#### **3D Printers**

New this year has been the introduction of 3D printer use in Years 7 to 9 Computing. Students design and print a range of products that allow them to explore this technology with the vision to use these skills in senior years to design and make more complex products.

#### **Food Technologies**

Food Technology classes are taught at all year levels. We aspire to help our students becoming better informed and more confident food consumers and cooks.

#### **Vegetable gardens**

Three raised vegetable gardens have been established. These are used to continuously supply the Food Tech classes with a variety of seasonal fresh herbs.

The garden further develops our students' understanding of the functions of our food systems. We have used the 'wicking bed' system to model sustainable use of water. We also have a small-scale compost to model environmentally sustainable practices in food production.

#### **Indigenous Foods**

The VCE students are also using other sustainable methods of gardening

including companion planting, organic insect deterrents and mulching to maintain and improve soil health.

The vegetable gardens are located behind the kitchen and therefore support the curriculum concept of 'garden to plate' and encourage and develop the appreciation of the effort required to produce food.

A selection of native plants has also been planted to support the understanding of Indigenous foods and the impact of location and climate on food production.

### **'Chef of the Week'**

Junior cooking classes are invited to display their food every week and the winners are acknowledged and a photo of their creation displayed on the wall in the cooking classroom.

The students are extremely competitive and proud to be given the honour of the title 'Chef of the Week'.

### **Computer aided design**

The introduction of Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) through the CNC router and 3D printers has resulted in an increase in student engagement in workshop activities.

Along with traditional woodwork and metalwork skills and projects, the Year 7 students used CAD software to design and customise 3D printed name tags. In Year 8 students incorporated their own CAD designs to create detailed carving into the tops and sides of their DVD towers with the CNC router.

Year 9 and 10 students used the CNC router to carve unique designs into their coffee table and storage chests.

VCE Product Design & Technology students have also embraced this new technology with the design and creation of some amazing products, including: dining settings, snooker cue racks and a sun lounge for a swimming pool area.

### **VCE Top Design**

Year 11 and 12 Design students travelled to Melbourne to be inspired by the 'VCE Season of Excellence' display at the Melbourne Museum. This experience always creates excitement amongst the students and generates enthusiastic discussion.

### **Creative Masterclass**

Year 10 Creative Masterclass allows students to develop an independent project. 2018 saw a diverse range of products, including: wake skates, a printed book (showcasing photography skills) and a cubby house made from recycled shipping pallets.

### **Staff**

It was great to see the Chaplain Mitch Lovell come in every Wednesday and support the students with encouragement and guidance.

The Technology staff have offered creative and innovative opportunities for our students to learn new skills and extend design knowledge.

Food Technology: Kath Dunne and Maree Payne, supported by Judy Brennan and Gayle Parker.

Digital Technology: Neil Holton, Brendan Dix and Carel Fourie.

Design Technology: Jacinta Davies, Brendan Dix and Terry Payne, supported by Glen Fithall.

Also thank you to all the Learning Support Aides who provide vital support to students.





## The Arts

### **Jeanean Pritchard**

2018 has been a very interesting year in the Arts Faculty. We have so many talented students and they excelled in all areas of The Arts: traditional arts practice, digital art and photography, performing arts and film.

### **Filmmaking**

Highview was very lucky to be involved in the Maryborough 'Short Flix Festival'. We had five students whose short films were screened in a Gala Premiere at the Paramount Theatre in October. The journey from storyboard idea through to production and then to the big screen was an eye-opener not only for our successful student directors, but also for the members of each of their cast and crews. We were privileged to be able to work with industry professionals through, Indimax Films. We sincerely thank the Central Goldfields Council Shire for making this experience possible for students.

### **VCE Art**

Students excelled in the areas of Visual Arts. Artworks were created using a variety of traditional and electronic methods including: drawing, painting, printmaking, ceramics, sculpture, animation, screen art and short films. Much of this work was showcased at the annual Art & Technology Show held at the end of 2018. VCE students exhibited their work at the Central Goldfields Gallery as part of a combined show with the VCE students from MEC. It was highly successful and the work gained recognition in the wider community.

### **Music**

The Music program has grown quickly this year with a student participation increase of approximately 70%. We have a brand new recording studio and many new and exciting instruments. Students went on tour twice this year, the first being to St Patrick's Primary School in St Arnaud, and the second to St Augustine's Primary School in

Maryborough. Both audiences were extremely energetic and enthusiastic.

Highview students also delivered a special performance at Oxygen College in Geelong where they recorded five songs in the professional recording studio and were mentored by the sound engineers and staff of Oxygen College. It was an extremely positive experience.

### **Drama**

In Drama and Theatre Studies this year, students excelled in the Highview musical, 'Madagascar Jr', and also in smaller plays and productions. A highlight for VCE Theatre Studies students was the production of 'RUR' and for Year 10 Drama students, 'Hamilton'.



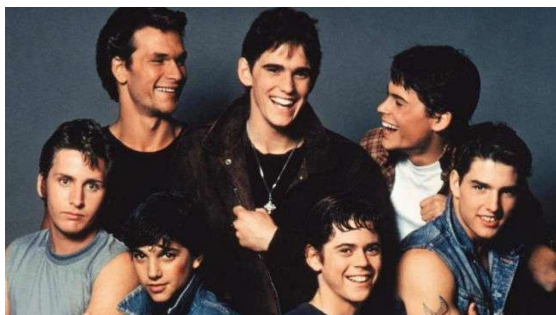
## English

### Karen Lenk

It has been fun to work with such an enthusiastic, professional and energetic English Faculty in 2018. Our team included Mrs Waterson, Mr Skilton, Mr Radford, Mr Healey, Mr Ormerod and Miss Kent.

We have developed our courses further this year, adding new resources and sharpening our own teaching skills through professional learning opportunities as a whole Faculty and as individuals.

Mr Skilton has further engaged us with technology in the classroom. Miss Kent and Mr Radford have spent many lunchtimes with teams of students in the Debating Club and Mr Healey, Mr Radford and Mr Skilton have offered after school English tutorials.



## Physical Education

### Lucy Freemantle

#### Active8

The past 12 months have been very eventful for the Physical Education Faculty. One of the most exciting developments was the introduction of a lunchtime fitness program called 'Active8' where students work through levels of exercises in our School Gymnasium which increase progressively. This year the Physical Education staff are supervising, and next year the VET Certificate Sport and Recreation students III (second year) will be involved as part of their competencies for the VET 'Plan and Conduct' module.

#### Uniform developments

The new Highview College Physical Education uniform is being worn proudly by students and Physical Education staff.

In 2017 the following items were introduced: PE top, school cap and shorts. In consultation with students and staff a school soft shell jacket will be introduced in 2019. Students will also be able to wear this garment with their school uniform.

During recess and lunchtimes in Terms 1 and 4 students are required to wear a school hat or cap to be sun smart. Students have been very responsive.

#### Duke of Edinburgh

This year, Highview College introduced the international award 'Duke of Edinburgh' Bronze level. Mr Chris Smart has implemented this program for Year 10 students. During the year the students have been involved in the following experiences: recreation, skill building, Community Service and the 'Adventurous Journey'.

Many experiences and friendships have been made as well as challenges being met.

## Science

### Andrea Youren

#### Students in Year 12 selecting a Science Subject:

	2015	2016	2017	2018	2019
Biology	19	19	29	18	25
Chemistry	8	12	13	9	12
Physics	8	4	8	5	8
Psych	14	26	23	18	16
Total	49	61	73	50	61

#### STEM priority

In the past 12 months, the Science Faculty at Highview College has fully embraced and maintained commitment 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.

#### Year 7-10 STEM excursions

Students in the past year have been involved in a number of rewarding STEM excursions. The introduction of an excursion in Year 7 has enhanced the learning for those students. The Year 7 students travelled to Serendip Sanctuary where they observed and counted different wetland organisms and took samples of the water of the wetland. Then, in the lab at Ecolinc, students analysed the water and the macroinvertebrates to determine the health of the ecosystem.

At Year 8 an excursion to EarthEd was introduced in 2018. Students were involved in a program investigating minerals and exploration.

The response to the introduction of these excursions has been very positive. The excursions provide students with the opportunity to use science technologies in

a lab outside the school environment and reinforces their on-site learning.

Year 9 and 10 girls were again offered the opportunity to attend the 'Emerging Science, Technology, Engineering and Maths (STEM) for Women Conference' held at Ecolinc Science & Technology Centre in Bacchus Marsh. The day consisted of a number of guest speakers and a range of workshops including a STEM Careers session where the students met, spoke with, and learned from, a range of women in STEM fields, about career opportunities and available courses.

#### Senior Science

The number of students electing to study Physics, Chemistry, Psychology and Biology at Years 10 and into VCE continues to be strong.

In 2018, 76% of all Year 10 students elected to complete one or more Science subjects. Furthermore, 69% of Year 11 students and 64% of all Year 12 students also studied one or more Science subjects at VCE.

#### Technology in Science

Highview Science staff have continued to focus on further integrating technology into our daily teaching.

At Years 7 to 10, the 'STILE Education' app has been fully integrated into all Science classes and is the equivalent of a textbook.

The 'STILE Education' app consists of classroom-ready, interactive lessons that match the Victorian Curriculum for Years 7 to 10. The 'STILE Education' app is regularly updated throughout each year, providing students with exposure to cutting-edge Science. Students access the app on their laptops and complete and submit tasks online. This allows students to access work if absent and provides additional resources.

In 2018, VCE Science staff have implemented, 'Edrolo', an online program



for senior students. This program provides short podcast videos of every topic in each subject followed by short exam style questions and feedback.

The program was so well-received by students and staff that it will continue to be a key part of our VCE Science teaching and will be implemented in all Year 11 Science classes in 2019.

### Senior extension

At the senior levels, there were also a number of excursions run in 2018, 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, which provided students with access to specialist equipment while completing required SACs. All these opportunities have no doubt enhanced our Science students' knowledge and skills.

In 2018, we had one Year 10 student offered a place in the 'Curious Minds' program, which is an invitation-only event for 60 girls around Australia. This six-month program combines two residential camps and a mentoring program. The camps enable students to explore all aspects of Science, Technology, Engineering and Maths (STEM) through guest lectures, interactive sessions, practicals and field trips. The summer camp is held at the University of New South Wales in Sydney and the winter camp is held at the Australian National University in Canberra. The student found this experience most rewarding and in 2019, we have another Highview College student already offered a place to attend.

We have continued to have a number of our Year 11 and 12 students selected for the 'SEAMS Program' run by Monash University and the University of Melbourne.

Students must be nominated to attend these camps and go through a rigorous selection process. These camps are held in

January and again in June, giving students opportunities to participate in interactive workshops and academic sessions to prepare them for VCE subjects: Math Methods, Chemistry and Physics, while living on campus at the University.

One of our VCE Science students has also been selected to attend the National Youth Science Forum (NYSF) in Canberra in 2019. The NYSF Program is a 12-day residential program designed to give students a broader understanding of the diverse study and career options available in Science, Technology, Engineering and Mathematics (STEM) and to encourage continued studies in these fields. Participants also take part in sessions on entrepreneurship, critical thinking, how to work together effectively, and more. The focus is not solely on academic achievements but on developing well-rounded individuals who have the skills and confidence to determine their futures.

### Science competitions

In May 2018, Highview College had 146 students from Years 7 to 10 competing in the 'Big Science Competition' against other students from schools all over Australia. The competition was again completed online and was a great success. Our students received 19 Credits, 4 Distinctions and 3 High Distinction awards.

In 2019, the Science team at Highview College look forward to continuing to strive towards improvement and have other exciting opportunities and developments planned.



## Year 9 STRIVE

### Patrick Jenes

2018 has been another fantastic year for our STRIVE Program. The components 'Strength, Thinking, Reflection, Innovation, Versatility and Energy' once again have been displayed through this flourishing group of Year 9 students.

To begin activities, students completed the annual 'Top Gear' activity day where they built cars and raced around an obstacle course. This was an opportunity to build respect, trust and rapport with their Enquiry teams. The drivers of each team were blindfolded and a partner navigated them as they sought to win the race. In class, they researched different community organisations and presented their findings to their peers.

The Choices component of our program also began after a 'taster' session of each option. 'Outdoor Pursuits' engaged in leadership and team building activities and then headed off on camp. In 'Robotics' students constructed and programmed their own robotic vehicle. 'Jewellery Making' tested creativity and design elements. 'Circus' performers juggled and performed plate spinning and choreographed the final presentation, some incorporating unicycles and stilts. 'Girls Rock' focused on communication, empowerment and dealing with difficult situations in single sex groups of girls. 'Film Making' allowed students to create and edit masterpieces. Finally, 'Rock and Water' focused on physical and emotional awareness for boys as well as when to be 'strong like rock' or 'go with the flow like water' in different situations.

In Term 2 the 'Who Am I' project was completed. Students researched their family history and explored questions such as, 'where they fit in' and 'what they would like for their future'.

Our activity day in Term 2 was a trip to the movies to watch the film, 'Wonder' which encouraged kindness. This was shown at

the refurbished Paramount Cinema in Maryborough.

In Term 3 we started with the challenging 'Fitnessworx Activity Day', to try and take students out of their comfort zones and experience something different. Students rotated between: dance, quidditch and bootcamp. Bootcamp was tailored to test even the fittest student. Quidditch was very entertaining as students rode their broomsticks (pool noodles) and built up their skills then engaged in competitive matches. Dance took a large number of students out of their comfort zone.

Finally, 'Major Enquiry Projects' also began. Proposals were written and essay topics were chosen based on each student's interests.

Term 4 was when the major project really kicked into overdrive. This year, like the years before, had a variety of creative and unique projects. One student liaised with Maria Smith from Bounce Consulting, who has frequently spoken to Highview students over the years. Together they constructed an interactive activity day which focused on how to become the best you can, and live 'above the line'. Other activities enhanced student communication and teamwork. Students challenged themselves to problem-solve.

The projects covered a range of areas including: learning how to bake, designing PC games from scratch, improving mechanical skills and rehabilitating animals. Others used creativity to: produce children's books, make a bridle, build a model of a castle, and write and record songs. One particular student created a magnificent dress, based on a 1800s design.

Students learnt new skills: from how to do CPR, train horses, umpire, sign Auslan and how to run sports psychology testing.

Some students' projects raised awareness and funding for a range of different organisations and families in need. One

particular student learned how to play the guitar and shared what she learnt to members of her church in a performance and also raised \$1500 towards research for a 'Cure for Cancer'.

It is not easy completing a project with criteria that relies on self-motivation and self-regulation. It can be very challenging, particularly for Year 9 students. The night of Presentation Evening was where our students showcased all their hard work. Feeling nervous about their speeches was common but once they began, family, friends and staff were treated to some outstanding displays and demonstrations.

Projects are not only required to be realistic in regards to what can be achieved within the time frame, but students are also encouraged to do something new and aspirational. Those young adults who moved outside of their comfort zones and committed themselves to extending their skills gained endless benefits. Just as in life, everyone faced challenges, but through these hurdles, self-awareness was achieved. Everyone should be so proud of their achievements and continue to STRIVE into their futures.



## Energy Breakthrough

### Luke Treacy

2018 was very successful for the Highview College teams. The three school teams all placed top three in their respective sections; a brilliant team effort!

### Junior squad

The 'Outside In' Junior squad, had several members participating in their first secondary school event. The team achieved high scores across all sections, including 3<sup>rd</sup> in the Design & Construction and 3<sup>rd</sup> in the race. They finished overall in 3<sup>rd</sup> place. A fantastic effort by the students and staff involved. Congratulations to Maddison Anderson, Bonnie Beavis, Ava Harrison, Lavinia Martin, Remi Tatchell, Alyssah Tobin, Nathaniel Codognotto, Beau Govan, Jesse Lang, Tom Myers, Blayze Morey, Patrick Pritchard, Riley Walhouse, Vincent Walker and a special thanks to managers, Lucy Freemantle and Chris Smart.

### B2 Team

The 'ZigaZig Ah' were high achievers across the event. They finished 2<sup>nd</sup> in the race, won the Design & Construction and were the overall winners of the HPV B2 division. A great effort by all. Well done to Gina Beavis, Lily Cain, Gina Ross, Brianna Tranter, Jamie Beavis, Jordi Cossar, Ethan Freemantle, Mick Malik, Angus Ostarcevic and managers, Broghann Richards and Jacinta Harvey.

### C Team

The 'Genzee' performed well in all categories. They were 2<sup>nd</sup> in the Display & Presentation, 2<sup>nd</sup> in the Design & Construction and finished runners up. Well done to Bridgette Bates, Deanna Dellis, Macey Parry, Allegra Roberts, Dylan Jacobs, Baylie Lang, Nick Myers, Connor O'Shea, Liam Palling and managers, Patrick Jeness and Nick Healey.





The team managers put in an enormous amount of work to support the teams, and we thank them all for their dedication.

The event would not be possible without the pit and catering teams. Thanks to: Erin Allman, Francesca Howe, Liam Hurse, Poppy Johnson, Samuel Matthews, Ashley Maywood, Teagan Medlyn, Abbey Mottram, Alicia Myers, Ebony Raven, Chloe Reid, Tessa Rinaldi, Hayley Simmons, Kayla Stewart, Layla Zepnick, Mrs Maree Gordon, Mrs Melissa Adams, Mr Brendan Dix, Mr Glen Fithall and Mr Terry Payne.

The results were fantastic, however they are a bonus. The event benefits students in many ways, and it is a privilege to be involved. Congratulations to all riders and support crews for their efforts, attitude and behaviour across the event. The team spirit and family involvement was excellent and the joy and feeling among the group was very positive. Thank you to all staff and parents who visited and assisted throughout the entire program, particularly over the weekend of the event.

The generous support of many organisations provides this wonderful opportunity for our students and families, and competition would not be possible without these contributions.



## Madagascar Jr

### Carel Fourie

The 2018 Musical 'Madagascar Jr' was a huge success. The student cast of 36 and crew of 15 can be very proud of the fabulous show. On arrival guests were entertained by our energetic zoo-keeper and two very tame and friendly penguins. Guests were seated by a group of ostriches.

The audience was introduced to our four Zoosters, Marty the Zebra, Alex the Lion, Gloria the Hippo and the unforgettable pessimist, Melman the Giraffe. They were in their cages at the zoo with their fellow animal mates including the Lionesses, the Baboon, the Elephant, the Bear and the Pantha. The hilarious Chimpanzee and his sidekick had the audience laughing with their satirical commentary.

The Zookeepers were outsmarted by the clever Penguins who managed to escape. Marty, who had always dreamt of the wild, seized the opportunity to see the world and followed the penguins towards the subway.

It was only a matter of time before the police were called and animal controllers sedated the animals and took them into custody. The press got hold of the story and things went from bad to worse.

The Zoosters found themselves being shipped off to Kenya, but once again the clever penguins burst out of their crate and took control of the ship with the intention of heading towards Antarctica. The Zoosters topple overboard during a storm and find themselves washed up on the shores of Madagascar. There they meet the flamboyant King Julian and his conspiracy of Lemurs.

The Zoosters loved Madagascar, with the exception of Alex. He was hungry and dreamed that he was being served a huge piece of juicy steak on a platter by a waitress. Alex became distrustful of his own carnivorous nature and isolated

himself. In a plot twist, Alex saved the Zoosters and the Lemurs from the dreaded Foosa and Marty decides that friendship is worth more than anything in the world. They all decided to return to the Central Park Zoo with the clever penguins who had found Antarctica too cold!

The smiles on the faces of the audiences as they left the Geoff James Theatre said it all.

Special thanks to our supporting staff and student crew and our costume coordinators. Special thanks also to all of the wonderful set painters who helped paint our amazing sets.





## Disney Social

### School Captain, Bailey Lang

This year the Junior School Student Council was responsible for decorating the theatre and hall in the theme of Disney. The Theatre looked great with posters and lights, while the hall and the foyer contained awesome decorations, including the balloon archway, character cut-outs and a photo wall.

Congratulations to all of the Junior Council members who gave up many lunch times to create the decorations. Your time and commitment is very much appreciated. Also a special thank you to Mr Carel Fourie, Mrs Jacinta Davies, Ms Jeanean Pritchard, Mrs Wendy Pickering-Tyers and the IT department for your help!

The Middle School Student Council was in charge of catering for the Social. On the menu was pies, sausage rolls, chips, lollies and soft drink. A couple of Year 9 girls also made cupcakes and cookies. It was a great night! Shout out to Mrs Kathleen Dunne and the Middle School Student Council for managing the food preparation.

This year the Senior School Student Council was involved in ticket selling, promotional posters and organising a DJ. This year the DJ, Jayden Templeton, played some wonderful bangerz for the socialites who attended this year's 'Disney Social'.

We also thank Mrs Wendy Pickering-Tyers, the Senior School Council representatives and everyone involved in helping with ticket sales and assisting with the promotion of the event.

All of the school leaders would like to thank Ms Marion Martin, Mrs Wendy Pickering-Tyers, Mr Chris Egan, Mr Luke Treacy and all of the other staff who assisted in making the social a fun and successful night.





## Thailand Community Service Tour

### Jacinta Harvey

We were greeted at the Chiang Mai International Airport by our four Rustic Pathways leaders, Andrew, Katrina, Pee Bae and Palm. Highview students immediately bonded with their Thai buddies and explored the local area, visiting Karen Village, learning the art of weaving, visiting a local Buddhist temple and exploring the local markets.

Thai students put on a performance, showcasing their culture and in return, the Highview students taught the Thai students about Australia.

We spent two days at Mae Sa Kua where the locals welcomed us into their homes while we built a solid fence for the primary school to keep animals out of the garden. The first day involved moving the materials from the school down a steep hill where the fence would be built. We carried bucket after bucket of sand and stone to our worksite. No cement mixer in sight, just shovels, hoes and a lot of muscle to make the cement. It was hard work in the 37-degree heat, but we pushed through and managed to complete four sections of the fence and laid the base for two more during our time there. Before we left we had the privilege of meeting the village chief who thanked us for our hard work.

The following morning we headed back to the RPCH to re-pack our bags, say a final farewell to the students at the RPCH and then headed back to Chiang Mai. The remainder of our trip was spent in Chiang Mai and focused on culture and conservation.

Our group attended three more night markets where we tried local cuisine and learnt the art of bartering. We were also treated to a cooking class, learning some local recipes and enjoying some delicious food. The conservation leg of our journey took us to The Forest Restoration

Research Unit at Chiang Mai University to learn about the importance of forest restoration across Thailand. Students tried their hand at planting and classification of plants.

Students also attended the Elephant Nature Park and saw first-hand the damage that occurs through the exploitation of elephants in logging and tourism across Asia. We were given the chance to feed and bath the elephants - an experience that everyone found amazing.

Each and every one of us was touched by the beauty and generosity of the people in Thailand. We have all come away with a whole new perspective on our lives and are so grateful to have had this experience.



## Fiji Community Service Tour

### Maree Gordon

Mahatma Gandhi wrote *'the best way to find yourself is to lose yourself in the service of others'*. We feel blessed to have been able to assist students on a journey of self-discovery and growth and are very proud of the way that each and every one of them embraced this experience. We returned from Fiji with hearts full of love and gratitude - something that money can't buy.

On arrival at Nadi International Airport, we were greeted by big bula smiles and hearts full of love. We were in a foreign country but it felt like we had come home. It also helped to know that we were in very safe hands of the amazing Rustic Pathways team.

The real transformation and magic occurred once we had left Nadi and ventured across the sea to Somosomo Village. The people welcoming us home was music to our ears and touched our hearts.

Somosomo is an oasis. We experienced the contagious joy that radiated from the people and the land. Despite the fact that the community was damaged by a natural disaster and constantly faced weather challenges, the locals remained resilient and positive. Optimism was a notable attribute within the community.

Working alongside the Fijian people was a gift that none of us could begin to repay. The Fijians, despite not owning as much as people in the western world, appreciated the life they had. With little to no complaint, they spoke of their home and belongings with pride. They assisted their people with no ulterior motive and held no expectation that they were going to receive anything in return.

We left knowing that there were other ways to interact with our world. The lessons and memories we shared will be treasured forever.

Vinaka vakalevu





## Finance

**Chris Plucke****Sources of Income**

Schools are required to include details of income broken down by the funding source. Highview College's income for 2018 was as stated in the table below.

Income	2018	2017	2016
COMMONWEALTH GOVERNMENT	4,977,470	4,739,407	4,443,578
STATE GOVERNMENT	1,672,095	1,507,350	1,501,641
SCHOOL FEES	1,184,446	1,192,610	1,199,412
OTHER PRIVATE INCOME	169,386	190,899	208,631
<b>TOTAL INCOME</b>	<b>8,003,397</b>	<b>7,630,266</b>	<b>7,353,262</b>

**Categories of Expenditure**

Schools are required to include details of expenditure broken down by category. Highview College's expenditure for 2018 was as stated in the table below.

Expenditure	2018	2017	2016
SALARIES (INCLUDING ON-COSTS)	5,737,983	5,435,358	5,311,232
TUITION	310,616	263,607	231,775
GENERAL ADMINISTRATION	433,732	259,708	349,699
FINANCE (INSURANCE, INTEREST)	54,100	47,448	46,324
OPERATIONS	247,468	292,352	279,035
<b>TOTAL EXPENDITURE</b>	<b>6,783,899</b>	<b>6,298,473</b>	<b>6,218,065</b>



## Satisfaction Surveys

Year 6 students transitioning into Year 7 attend three transition days:

- 'Experience Day' in June
- 'Orientation Day' in December, and
- 'Head Start Day' in January

Included are the results of the 2018 student surveys taken on Experience Day (see page 42-43).

On 'Experience Day' we complete an entry and exit survey. In 2018 our Year 6 students (90 visitors) responded as below:

Questions	Response Options	AM	PM
How are you feeling right now?	Good	31	23
	Great	39	62
	Not Sure	16	3
Which subjects (AM) are you looking forward to (PM) did you enjoy?	Cooking	78	87
	WOW	30	52
	Art	66	83
	DELTA	27	59
	Sport	75	-
	Science	58	82
	Maths	35	67
Are you worried about anything?	Making Friends	23	16
	Meeting Teachers	17	7
	The Classes	26	15
	Finding your way around campus	42	31

The survey results indicate that 'Experience Day' is allaying many of the concerns of Year 6 students. It also indicates that subjects are more enjoyable than anticipated by students.

Surveys of parents, students and staff will be conducted in 2019.

# HIGHVIEW COLLEGE EXPERIENCE DAY



Full Name \_\_\_\_\_

Group (please tick)

A

☐

B

☐

C

☐

D

☐

## MORNING THOUGHTS

Welcome to Highview College! How do you feel right now?

Good


☐

Great


☐

Not sure


☐

Place a tick next to the classes you are looking forward to today (you may tick as many boxes as you like)

Cooking


☐

Sport


☐

WOW


☐

Science


☐

Art


☐

Maths


☐

DELTA


☐

Are you worried about any of the following (you may tick as many boxes as you like)

Making friends


☐

The classes


☐

Meeting teachers


☐

Finding my way around the school


☐

We hope you enjoy your day at Highview!



(Have A Nice Day!)

# HIGHVIEW COLLEGE EXPERIENCE DAY

# HAVE A GREAT AFTERNOON

Full Name \_\_\_\_\_

Group (please tick)

A

☐

B

☐

C

☐

D

☐

## AFTERNOON THOUGHTS

Now that you have had some classes and met some other Year 6s, how are you feeling now?

Good


☐

Great


☐

Not sure


☐

Place a tick next to the classes you enjoyed today (you may tick as many boxes as you like)

Cooking


☐

Sport


☐

WOW


☐

Science


☐

Art


☐

Maths


☐

DELTA


☐

Are you still worried about any of the following (you may tick as many boxes as you like)

Making friends


☐

The classes


☐

Meeting teachers


☐

Finding my way around the school


☐

We have enjoyed getting to know you today!

