

Highview College Annual Report



2019

Contents

Message from the Principal	3
School History	4
Governance News	4
Student Cohort Information	6
Student Attendance	6
History Committee	7
Staffing	7
DELTA Program	10
Teaching & Learning 2019	13
2019 ATAR Results	18
2019 Results	20
Destinations of 2018 graduates	21
NAPLAN Results	22
Information Technology Systems	22
University Links	24
Junior School – Years 7&8	24
Middle School – Years 9&10	25
Year 9 STRIVE	27
Senior School – Years 11&12	30
Humanities	32
Learning Support	33
Science	34
Mathematics	35
Technology	35
The Arts	36
English	38
Physical Education	38
Duke of Edinburgh	40
House Sport	41
Energy Breakthrough	44
Alice in Wonderland	45

Hollywood Social	46
Cambodia Community Service Tour	47
Laos Community Service Tour	48
Finance	49
Satisfaction Surveys	50

Message from the Principal

The Highview College staff team is extraordinary. The Annual Report is, in part, a celebration of their commitment and engagement and testament to the quality of their relationships with the students in their care. They are committed to the wellbeing of every young person. They devote themselves to providing quality learning experiences in safe learning environments. They also engage in the full life of the College, celebrating alongside those they teach.

The Heads of Faculty lead their teams with a focus on best practice in every learning area. Our Heads of School lead our DELTA Mentors with a focus on developing, maintaining and sustaining the wellbeing of every student.

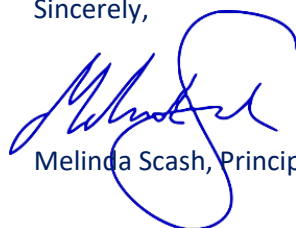
Every member of staff works in several teams with the shared intention of ensuring that every young person has every opportunity to be the very best version of themselves that they can be.

Highview staff go above and beyond the classroom.

- They offer students Summer Programs
- They organise employment-relevant training
- They support students in quality public performances in music and drama
- They visit work experience students in their workplaces
- They make our success in Energy Breakthrough possible
- They tutor at lunchtimes and after school, during holidays and on weekends
- They participate in Duke of Edinburgh camps, year level camps and overseas Community service Tours
- They mentor students through individual STRIVE quests
- They offer extension opportunities in every learning area
- They support students in professional exhibitions of artwork
- They assist students to create individually designed products
- They actively participate in community fundraising
- They attend in great numbers to celebrate with graduates (and sing for them)
- They are there for students when they feel sad, confused or worried
- They provide band aids and ice packs and first aid kits for every event and excursion
- They truly care for every student

Highview College certainly has quality staff, and I join our students and our parents in thanking them and acknowledging their extraordinary and enthusiastic service to young people!

Sincerely,



Melinda Scash, Principal

School History

Highview College is an ecumenical, co-educational secondary school that offers the families of Maryborough and Central Victoria a low-cost, independent school education that encourages students to embrace their learning opportunities and to lead positive, meaningful and engaged lives.



Maryborough's Brigidine Convent was founded in January 1902. In the same year, St. Joseph's College opened on the same site and operated as a Catholic school until it closed in 1974. The Christian Community College then opened its doors on this site as Australia's first truly ecumenical school. In 1990 the name was changed to Highview College and in 1997 became one of the four foundation members of Ecumenical Schools Australia (ESA).

Over four decades the College has improved facilities and pedagogy, and has a well-supported technology infrastructure. The College offers a range of academic programs to meet the learning needs of each student in a caring, nurturing environment. Through a broad and challenging 7-10 curriculum, students can achieve their full academic potential and also experience a wide range of extra-curricular activities. In Years 11 & 12 the College has an academic focus, offering VCE. We do not offer VCAL, although we do offer a range of VET studies, Distance Education Courses and School Based Apprenticeships.

The school is located on a high point in Maryborough. It comprises the original convent, an early 20th Century, two-story red-brick building, a Junior Secondary Wing, a Senior Centre for Years 11 and 12, a superb Woodwork and Metalwork Centre, well-appointed modern Food Technology kitchen and separate common rooms for students in Years 10, 11 and 12.

The College has a Master Plan to extend the Science and PE facilities and to upgrade and open the school buildings. The closure of Burns Street and eventual landscaping will assist in unifying the School onto a single campus.

Governance News

A new constitution was ratified at the end of 2018 and a new skills-based Board was inducted, with eight Board Directors.



Stephen Norris

Board Chair

After recently completing a 15 year tenure as Head of Launceston Church Grammar School it is a real pleasure to return to the inspiring atmosphere and bustle of a vibrant and lively school. I look forward to working with the College Board in preparing and planning for the future growth and development of Highview College.

Nickola Allan

Deputy Board Chair, Chair of the Board
Governance & Nominations Sub-Committee

Nickola Allan is a registered nurse with over 20 years' experience, currently employed as the Director of Clinical services at Maryborough District Health Service. Nickola has worked at MDHS for 10 years in various roles. In her current role, Nickola has been a key driver for access to services for the community of the Central Goldfields Shire with the roll out of a Women's Health Clinic delivering women's health screening services being a key achievement. Nickola has also been focussed on GP retention and has been heavily involved in the conceptualisation of the Nurse Practitioner Model at MDHS, to restore the work-life balance of our hard working GPs. Nickola is also heavily involved in the Maryborough Community as a coach and a player for the Royal Park Netball Club, which keeps her busy when she is not being a mum to three young daughters.

Miriam Codognotto

Chair of the Board Infrastructure Sub-Committee

Miriam has lived in Central Victoria for over twenty years with her husband. They have two boys, one studying at Highview College, the other in local primary school. The choice of Highview College was based on an agreement with the College's core values. Small class sizes and good facilities were a bonus. Miriam is a qualified town planner who has worked for over twenty years in Local Government, but now works in private practice. She also holds post graduate qualifications in Management and Community Planning and Development. Serving is an important part of Miriam's life and she currently serves as board members with the local primary school and her church.

David Hewitt

Board Director
Chair of the Risk and Audit Sub-Committee

Diploma of Teaching (Secondary), Bachelor of Laws (Hons)

Currently the Principal of a Law firm with the right to hold Trust funds on behalf of clients. Property Law is the mainstay of David's practice. He has advocacy skills and a good knowledge of Employment, Criminal and Family Law. David was employed by the Justice Department as a Duty Lawyer. He has demonstrated experience in running a business and in managing the affairs of others in the commercial space.

Jessica Kelly

Board Director

Jessica is currently Food Technical Co-ordinator at True Foods where she is responsible for their product innovation program. A graduate of Federation University with a Bachelor of Food & Nutritional Sciences, Jessica has been engaged in multiple administration & leadership roles within the tertiary sector focused on student engagement & wellbeing. Jessica is passionate about young regional people reaching their potential, and has participated in multiple regional-focused leadership programs including the MSRF Young Rural Leaders Program, Leading Excellence Maryborough, Western Bulldogs Community Foundation Leadership Academy and most recently the Loddon Murray Community Leadership Program.

Vincent Peile

Board Director
Chair of the Ecumenical Life Board Sub-Committee

Educated De La Salle College Malvern. Completed studies at Catholic Theological College Melbourne, Caulfield Institute of

Technology, and University of New South Wales. Recently retired as Community Relations Advisor, InvoCare Australia where he worked in grief and loss counselling. Prior to that Vincent worked in counselling in most states of Australia and England.

Nicole Sweeney

Board Director

Nicole Sweeney is the Human Resources Manager at Mandalay Resources, Costerfield Operations, managing the employment relationships for over 200 employees. Nicole has worked in the Human Resources field since completing her undergraduate degree in 2002 and has been in her current role for seven years. She loves working in the mining industry and is passionate about increasing opportunities for women in non-traditional roles. She sees the greatest challenge to getting more women into underground mining jobs is tackling barriers presented through workplace culture and out-dated stereotypes. Prior to joining Mandalay in 2011 she ran her own consulting business for a number of years while her daughter was little, providing HR support and advice to a range of small and medium sized businesses in the Bendigo and Ballarat regions. Nicole is currently studying a Masters of HRM, and will graduate later this year – only one unit to go! Nicole lives in the beautiful town of Castlemaine with her husband Scot and their daughter Isabella. Nicole brings a natural energy and honesty to all that she does.

Michael Dooley

We were saddened by the death of Michael Dooley soon after being inducted to the College Board.

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 5 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 2019 our enrolments were 410.

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 Student Wellbeing 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 2019 was 91%. The breakdown of student attendance for 2019 by year level is as follows:

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

History Committee

The Highview College History Committee is a group of interested community members who 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 2019 we welcomed staff and farewelled staff. We have a balance of experienced and beginning teachers.

Level	2015	2016	2017	2018	2019
1	0	0	5	2	3
2	2	0	3	4	4
3	2	3	1	4	3
4	6	1	5	0	4
5	3	6	2	2	0
6	0	3	2	2	3
7	3	0	3	1	1
8	4	3	1	3	3
9	1	4	2	0	2
10	1	1	4	1	0
11	20	18	15	21	22
TOTAL	42*	39*	43*	40*	45*

* Not equivalent to FTE

New staff in 2019

Joseph Bortoli (April-Dec contract)

Vanessa Hurse (following CRT)

Amy Knott

Joshua Knott

Dean Langley

Kate Radojcic (July-Dec contract)

Cory Skilton (returned from June)

Laurissa Steel

Luke Tatchell (from June) (following CRT)

Mark Tracy (Jan-Dec contract)

Staff Qualifications

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

2019 Executive

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

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

Student Wellbeing Leadership Team

Head of Junior School (Year 7) Brogahn Richards
B Ed (P-10)

Head of Junior School (Year 8) - Luke Treacy
B Ed (PE)

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 Amy Knott
B Ed / B Arts (Eng, Hist)

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

Head of Mathematics Jordan Forster
B Bus, Grad Dip Ed

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

Joseph Bortoli
B Ed / B Arts (Hum)

Jamie Briody
B Ed (P-10)

Andrea Collings
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

Carel Fourie
B Arts, Grad Dip Ed

James Fox
B Ed (PE)

Neil Holton
Dip Tech Teach

Vanessa Hurse
B Ed (P-10)

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

Donna Kempster
B Ed (Prim)

Samantha Kent
B Arts, B Ed

Joshua Knott
B Ed / B Arts (Mathematics, Music)

Dean Langley
B App Sc, Dip Ed

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

Natalie Lohmann
B Ed (Prim)

Sarah Lovel
B Ed (PE, Psych)

Stan McNamee (on leave)
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

Kate Radojcic
M Ed, B Sp Sc (PE)

Patricia Sharkey
B Sci, Dip Ed

Leisha Skilton
B Ed (Sci/Maths)

Christopher Smart
B Ed (PE/Outdoor Ed)

Laurissa Steel
B Ed (Indo) (P-12)

Alex Sutton
B Ed (PE/Health)

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

Mark Tracy
B Ed

Teaching Assistants

Food Technology Judith Brennan

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

Learning Support Luke Tatchell

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

Staff Numbers

(based on August Census)

For 2019, the staff numbers were:

- 44 Teachers (40.55 FTE)
- 2 Exec (2.0 FTE)
- 11 Administration staff (9.00 FTE)
- 11 Teaching Assistants (5.05 FTE)
- 1 Maintenance staff (1.00 FTE)

Of these 69 employees, there are 40 females and 29 are males. There are no indigenous staff at Highview. Three were born in an overseas country, while the rest were born in Australia.

Staff Retention

At the end of 2019, 5 staff completed their contract, retired or resigned. The retention rate was therefore 92.75%.

Staff / Student Ratios

Full time teachers equivalent to 40.55
 $410/40.55 = 10.11$

Full time non-teachers equivalent to 17.056
 $410/17.056 = 24.03$

Staff Satisfaction

Staff satisfaction and morale is continuing to improve, assisted by a new skills-based Board. This is also evident by the staff retention rate which is made up of only one staff member leaving to pursue another role, while one retired and three completed their short-term contracts.

An EAP and whistle blower policy and training has been implemented. Staff have free yoga sessions and participate in a Consultative Committee.

Parent Satisfaction

Enrolments continue to increase and parents frequently express their support of College programs and staff.

DELTA Program

The DELTA Program was designed by the Student Wellbeing Leadership Team in 2017 specifically to meet the needs of young people in this region. The Program includes positive education, mindfulness, gratitude, brain training, and a commitment to the psychological, emotional, social, physical and academic health of every student.

DELTA is an acronym for 'Developing Engaged Learners and Thriving Adults'. It also evokes the fertile river delta (green) and the Greek letter which is a triangle representing change. We have added our school logo to represent that this is a Highview College Program.



Highview has a Head of School at each Level, Year 7 to Year 10 and a Head of Senior School supporting Year 11 & 12 students. The Heads of School do not teach more than two lessons a day, allowing them to be available for students when required. The Heads of school are experienced educators and hold Mental Health First Aid and Medical First Aid qualifications.

SCHOOL-WIDE COMMITMENT TO DELTA

At the foundation of Highview College is a commitment to 'Education through Wholeness'. Every member of staff is required to 'see' the whole student. Every member of staff is required to understand the unique circumstances, challenges, strengths and aspirations of each student.

Every member of staff has a commitment to notice if a student is tired, hungry or unhappy. This is a shared responsibility. All staff have a commitment to assist students to achieve wellbeing.

We all take responsibility to teach students the skills to develop, maintain and protect wellbeing. These skills include:

- Developing, maintaining and valuing organisation for learning
- Being able to reflect meaningfully on past academic performance
- Being able to set meaningful and aspirational goals for learning
- Developing revision practices for learning
- Understanding and managing stress for learning
- Building a repertoire of relaxation techniques
- Understanding the plasticity and complexity of the brain
- Being aware of environmental factors that affect learning
- Developing cybersafety behaviours for learning and life
- Understanding and managing relationships for learning
- Being able to feel and express gratitude for learning and life
- Being able to accept responsibility for choices and apologising when necessary
- Developing an understanding of the importance and mutual value of community service
- Being able to identify bullying and bystander behaviour and intervene appropriately
- Developing behaviours for adolescents to protect mental health (and strategies if at risk)
- Identifying and emulating admirable qualities of role models
- Seeking, finding and sharing motivation for learning

- Being able to harness the power of collaboration for learning
- Developing the understanding that the our lives are shaped by our choices
- Extending confidence, courage and compassion for life

DELTA MENTORS

DELTA Mentors meet with their DELTA students for 45 minutes every day. Each day begins with a 10 briefing and 'check in' and a 35 minute session takes place before lunch. This allows for guest speakers and extended activities.

DELTA Mentors are critical to establishing and sustaining student wellbeing. They:

- Are the first point of contact for parents and students
- Communicate concerns and commendations to parents on behalf of the teaching team
- Ensure that parents are consulted and informed about how staff are intervening to support their son/daughter

DELTA Mentors have an overarching responsibility to:

- Know students in their DELTA group personally and well
- Continuously monitor the wellbeing of each student
- Be informed and share information relevant to difficulties or changes at home
- Be aware of and report friction in social relationships to the Head of School
- Liaise with the Head of School in relation to meeting student needs in areas of personal development

- Collate feedback in regard to concerns and affirmations from each student's teachers

DELTA IS CENTRAL TO A HIGHVIEW EDUCATION

- DELTA is equivalent in time and expectation to an academic class
- Preparation and reporting time is provided within a teacher's load, (as is the case for academic classes)
- Mentors communicate frequently with the parents of the students in their DELTA class, in liaison with the Heads of School

EXTERNAL PROGRAMS ALIGNED WITH DELTA

The College also embraces a number of additional external programs to extend student experience and confidence. These include training in:

- Study skills
- Leadership capacity
- Cybersafety
- Team Building
- Resilience Strategies
- Accredited Barista Qualifications

ECUMENICAL ETHOS

As an Ecumenical School we have a focus on faith and service. We have a Chaplain who meets with students on a needs basis and participates in student activities.

What we

Believe

Highview College is a learning community in which all members have the opportunity to reach their individual potential for living a contributing and fulfilling life.

Our community grows in an environment where ecumenism is foundational; where our values are embraced; where mutual respect demands a hospitality that reaches out and welcomes those of all cultures and beliefs; and where excellence in every endeavour is sought and applauded.

We acknowledge and pay respect to the many cultures which make up the Highview College Family including the Dja Dja Wurrung, as the original custodians of the land.



LINKS WITH THE COMMUNITY

A young person with connections to others in different circumstances have a better perspective of what to value. Students participate in local and international community service, supporting a range of service groups focused on needs in the region:

- SES
- The Red Shield Appeal
- Asthma Foundation
- Brain Cancer Research
- Relay for Life
- Asteria
- Riding for Different Abilities

- Local Kindergartens and Childcare
- ZONTA
- Salvation Army
- Vinnies
- Anglicare
- Uniting Care
- Mission Month

INTERNATIONAL TOURS

International experiences are often life-changing for adolescents. Students are exposed to different cultures and living conditions of those in less privileged circumstances. They make a meaningful contribution to supporting those communities and are enriched by the relationships which are forged through working together. These authentic experiences reshape a child's sense of gratitude and pave the way to understanding they can make a difference as individuals. In recent years the following tours have been experienced by over 100 local young people and 20 staff.

- | | |
|------|-------------------|
| 2017 | Laos and Japan |
| 2018 | Thailand and Fiji |
| 2019 | Cambodia and Laos |
| 2020 | Tanzania and Fiji |

Teaching & Learning 2019

Wendy Hare

This role 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

The Highview classroom provides a dynamic learning space where teachers and students are provided with regular opportunities to develop respectful and constructive relationships.

Staff participate in a variety of collegial teaching practices and professional development to both affirm and further develop their best practice. At Highview, teaching focusses on effective communication and feedback, where our students and their learning outcomes are central to our methodologies. This is emphasized by our incorporation of discursive teaching practices to facilitate a rich co-constructive learning environment, where students are engaged, feel valued and can competently and confidently thrive.

There is an expectation that teachers are highly competent in the knowledge and skills required to enrich and extend the students they work with. There is also an expectation that their work with our students exemplifies the pride, dedication and passion required to facilitate our students to be the best they can be – as they move towards their future pathways.

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 & booklists, strategies to support and enhance academic progress, improving student outcomes and much more.

This year, we have also included in our meeting structures - "Big Picture" (BP) discussions. This is where we openly share thoughts about broader topics such as the effectiveness of particular year level programs, as well as how we can maintain and improve the consistency in our provision of feedback, plus, how can we investigate IT Literacy at junior levels and share the responsibility of explicitly teaching agreed IT components across all our faculties. These BP discussions often involve HODs leading faculty forums so all staff who wish to share their thoughts, can have a voice. To further respect staff voice – the BP Agenda discussions are chaired by HODs on a rotational roster. This promotes collegiality and promotes leadership skills within the CAT team.

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. This year, we welcomed a new Head of Mathematics (Jordan Forster) and a new Head of Humanities (Amy Knott). Their

organisational skills have seen them adjust quickly and admirably to their new roles.

HODs also monitor assessment and feedback provided to students and their families, via our Learn and Engage platform - SEQTA. This monitoring is guided by policies and ensures procedural consistency and transparency. My role is to also conduct SEQTA checks and to support HODs in their management of these processes.

Procedural guidelines have been implemented for HODs to conduct agreed Lesson Observations of staff within their faculties. This is now completed once per Semester and provides opportunities for HODs to hold co-constructive conversations with their staff. This not only promotes HOD management and leadership skills and provides opportunities to build respectful relationships within the faculty teams, but it also helps teachers focus on the development of their craft.

In acknowledgement of the roles and responsibilities of HODs, Executive have approved a future increase in their time allowances to perform their expanding roles. This well-deserved adjustment will begin in 2020.

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.

Our Meeting structures are based on providing opportunities for all staff as well as our sub-groups. (eg. Faculties, SEQTA help sessions, PC DELTA groups, STRIVE staff, Musical Production staff, VCE teachers and more). Meetings are provided on a rotational basis on a Monday and/or Tuesday afternoon. This gives all staff a chance to participate and contribute to their particular meetings.

SEQTA remains a priority for staff development and in 2019 we decided to offer SEQTA help sessions – staff can attend to seek assistance. The onus is on staff to be highly competent with SEQTA – so these sessions are offered to allow staff to personalise their SEQTA competencies. These sessions were utilised more readily during Semester 2, when SEQTA rolled out a significant upgrade. The cosmetic changes to our SEQTA suite are exciting and showcase to all stakeholders the amazing capacity of this live continuous communication and reporting system.

The focus for our whole staff Professional Learning this year has been shared between Pastoral Care, Teaching and Learning and maintaining our SEQTA competencies. We provided four whole staff PL days each year, three this year were led by External providers. We completed our fourth and final day of the 'Berry Street' training which had a focus on improved personal positivity and resilience. Staff have appreciated the Berry Street opportunities because they not only reinvigorate their own sense of self and purpose, but they also provide strategies for

promoting student engagement and learning outcomes.

We were also privileged to have James Anderson present to the staff, on two occasions this year. James is a leader in our part of the world regarding growth mindsets and Habits of mind. This was the focus of his first day with us. The focus of his second day was based on the “Learning Landscape” and how it links to assessment and feedback.

We value our investments in the professional learning we select for our staff. It is important that we examine what we have learnt and aim to use this as part of our strategies to improve our craft. Therefore, our Annual Review process this year, where staff collaboratively record SMART goals, has been adjusted so staff are asked to dedicate one of their goals to the incorporation of a Habit of Mind in their practice for next year. (This was also a Big Picture CAT discussion).

Our fourth Whole staff day was led by HODs and faculties spent most of the three sessions throughout the day reviewing and reconstructing their courses – UBDs, SEQTA documentation and online lessons.

Finally, individual professional Learning opportunities are encouraged and supported by our Executive team so staff can advance their specific knowledge and skills in the areas where they teach. There are clear and simple processes in place to facilitate applications. For all cases of PL, there is the aim that the acquired learning benefits the staff member/s and that this therefore extends to their colleagues and students - and therefore the school.

An example of this is when our current Pastoral Care leaders completed training so they could conduct First Aid updates and Anaphylaxis certification for all staff. This is a productive example of professional development opportunities that directly benefit others in our school community.

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 three PRT staff working with us this year and they are enthusiastic, dedicated and well on their way to gaining their full registration by the end of this year.

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.

This year we trialled a Mentoring team approach where the Mentors and PRTs met together. The trial was based on the understanding that much of the preparation for full registration is similar, regardless of the individuality of the PRT's Inquiry project. We have recently reviewed the "VIT Team Model" and have found it to be a very productive and supportive way to guide our PRTs through the requirements of registration as well as assisting them acclimatise to the craft of teaching.

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, regardless of years of experience.

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 readjusted our Annual Review process this year, to incorporate Habits of Mind as one of our reflective SMART goals for next year. 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:

- The individual staff member reviews the 16 Habits of Mind and selects one to consider. They also reflect on their year and prepare for the ARM discussions – strengths, Areas for developments and 3 SMART goals for the next year.
- The HOD and staff member agree on a time to meet

- The Annual Review Meeting (ARM), the reflection and goal setting template is completed collaboratively and co-signed by both parties.

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 (check) 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 2019, in collaboration with CAT, we reviewed policies in the following areas:

- VCE acceleration programs
- VCE Pathways
- Homework Guidelines
- Feedback, Assessment & Reporting
- Student ICT policy
- Student Awards

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

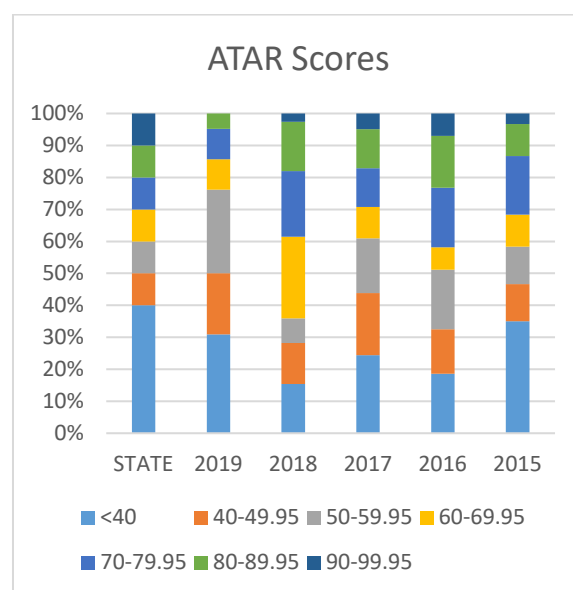
I am always looking for ways to improve efficiency, whilst ensuring thorough records are maintained. These goals have also helped me with researching, gathering and

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 (checks)
- SEQTA Reports
- UBDs

2019 ATAR Results



2019 College ATAR results demonstrated:

- Highview had less than the State percentages for scores above 80, but also for scores less than 40.
- Highview matched the state percentages for scores in the 60 – 69.95 range.
- Highview had more than the state percentages for scores in the 40 – 59.95 ranges
- Compared to previous years, our percentages of scores above 80 was the lowest in a number of years.

The Curriculum leadership team (CAT), in conjunction with the Head of Senior School are meeting to unpack the data and formalise strategies that can address possible reasons for the shift in results. (Some of the discussion will include VCE pathways, promoting an academic culture within the DELTA program, closer monitoring of shifts in academic performance throughout the year and more formalised support considerations for such variances.

2019 Graduates

Of the 46 student who successfully completed Year 12 in 2019, 38 students sat the examinations. 31 students who sat the exams applied for tertiary study via one or more Tertiary Admissions Centres including VTAC, UAC and SATAC. 31 applications were made for Victorian institutions and 1 student applied for courses in Victoria, NSW and SA.

Prior to the offer rounds, 15 students received a conditional early offer as a result of the community work they have been involved in. 10 students for La Trobe University, 4 students for ACU and 1 for Charles Sturt University.

Of the 31 students who applied for tertiary studies, 30 (96.7%) received an offer in the first December offer round (one of these students received 2 offers across different states). The 1 student who did not receive an offer, made the decision prior to offer round not to pursue tertiary study, therefore not changing their preferences after results were released. In the 2nd round of offers last week, 6 students received an additional offer/s (one of these students receiving 2 offers across different states).

Of the 16 students who did not apply for study through a Tertiary Admissions Centre, I am aware of the following pathways at this stage:

- 9 are working (a mixture of full-time, part-time and casual) - 1 has commenced a full-time traineeship
- 2 applied and have been accepted into TAFE
- 5 - unsure of at this stage

2019 Results

School Programs:

Number of VCE 3-4 Units with enrolments	24
Number of VET certificates with enrolments	6

Student Cohort:

Number of students:

Enrolled in a VCE 3-4 Unit	67
Enrolled in a VET certificate	57
Enrolled in VCAL	-
Percentage applying for tertiary places	76

Student Achievement:

Percentage of satisfactory VCE completions	92
Percentage of VET units of competency completed	94
Median VCE study score	26
Percentage of study scores of 40 and over	0.9

Destinations of 2018 graduates

Table 3: Destinations of Year 12 or equivalent completers who exited school in 2018, from Highview College, Central Goldfields (S) and Victoria

Post-School destination	Highview College		Central Goldfields (S)		Victoria	
	Number	Per cent	Number	Per cent	Number	Per cent
In Education or Training	19	73.1	40	63.5	20192	75.2
Bachelor degree	17	65.4	28	44.4	14534	54.1
Certificates/diplomas	2	7.7	7	11.1	3443	12.8
Certificate I-III	-	-	-	-	601	2.2
Certificate IV or higher	2	7.7	7	11.1	2842	10.6
Apprenticeship/traineeship	-	-	5	7.9	2215	8.2
Apprenticeship	-	-	4	6.3	1609	6.0
Traineeship	-	-	1	1.6	606	2.3
Not in Education or Training	7	26.9	23	36.5	6657	24.8
Employed	2	7.7	10	15.9	3100	11.5
Employed full-time	2	7.7	4	6.3	1012	3.8
Employed part-time	-	-	6	9.5	2088	7.8
Looking for work	-	-	3	4.8	872	3.2
Deferred	5	19.2	10	15.9	2569	9.6
NILFET	-	-	-	-	116	0.4
Unknown	-	-	-	-	2	-
Total respondents	26	100.0	63	100.0	26851	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 2018, Highview College, Central Goldfields (S) and Victoria

Post-school destination	Highview College			Central Goldfields (S)			Victoria		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
Bachelor degree	51.6	42.1	65.4	40.8	33.3	44.4	53.8	54.9	54.1
Certificates/diplomas	6.5	21.1	7.7	9.2	13.7	11.1	12.9	12.1	12.8
Apprenticeship/traineeship	12.9	5.3	-	10.5	9.8	7.9	8.1	8.1	8.2
Employed	9.7	10.5	7.7	17.1	19.6	15.9	11.1	11.3	11.5
Looking for work	6.5	5.3	-	5.3	5.9	4.8	3.4	3.2	3.2
Deferred	12.9	15.8	19.2	14.5	17.6	15.9	10.2	10.0	9.6
NILFET	-	-	-	2.6	-	-	0.6	0.4	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

NAPLAN Results

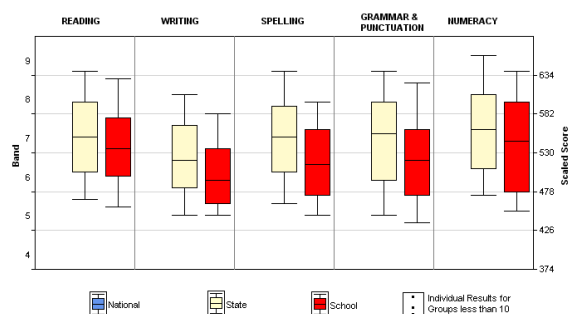
National Minimum Standards

The table below shows the percentage of students in Year 7 and Year 9 who were at, or above, the National Minimum Standards 2015-2019.

Proportion of students meeting National Benchmarks					
YEAR 7	2015	2016	2017	2018	2019
Reading	100%	93%	96%	97%	96%
Writing	85%	97%	91%	90%	93%
Spelling	96%	90%	96%	88%	94%
Grammar & Punctuation	100%	94%	90%	91%	94%
Numeracy	100%	99%	99%	99%	98%

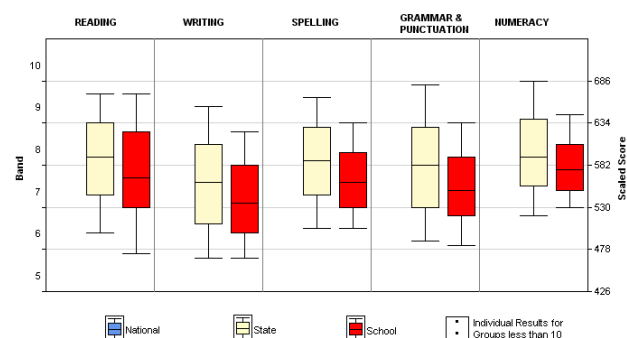
YEAR 9	2015	2016	2017	2018	2019
Reading	93%	96%	95%	97%	89%
Writing	76%	94%	87%	83%	87%
Spelling	85%	85%	97%	85%	97%
Grammar & Punctuation	90%	91%	94%	94%	91%
Numeracy	100%	97%	100%	97%	100%

Year 7 – NAPLAN 2019



Our Year 7 results are below State across all areas. Reading and Numeracy are the closest to State level.

Year 9 - NAPLAN 2019



Below State in all areas. Reading is quite close at the top level, but also has the greatest spread, with our lowest results being well below the equivalent at State level.

In all other areas, our bottom level is on par with the State, but our median, quartiles and upper levels are all well below State levels.

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 2019 was behind the scene.

Major projects completed in 2019 were:

Network Switch Upgrade

All of our network switches are over 5 years old and due for replacement. As there are 13 switches to be replaced it was decided to do this over a 3 year period with 3 core switches replaced in the third term holidays, then the remainder over the next 2 years.

Art Room Displays

The Art rooms missed out on the last round of interactive whiteboard upgrades. After discussion of their needs a better option was to use 90 inch 4K LCD displays as the Art teachers do not use the interactive part of the old whiteboards. The large LCD displays have been very successful in this application.

Phone System upgrade

Telstra shut down ISDN services during 2019, and we took the opportunity to upgrade our PABX from ISDN to a full internet SIP system. This has a much lower call and general running costs and enabled us to bundle our internet and phone systems with the one provider. Work was done over the second term holidays. After this, our internet provider offered a significant internet speed upgrade for no additional cost.

Introduction of OwnCloud

During Term 3 we deployed a new fileserver that acts as a personal cloud server for anyone with a Highview email address. This allows students to upload files from home to teachers and for teachers to provide students access to resources through a shared folder.

New Laptop imaging software

Each year we install a customised version of Windows 10 Edu on about 170 new laptops. Managing this is time-consuming. Moving to using Microsoft SCCM as our laptop management software has reduced the time needed to create and deploy Windows 10 on new laptops. SCCM also now manages all updates and installation of new software. Students can now self-install software as needed from the SCCM software centre.

Additional data storage

Each year the number and size of files and data that students and teachers produce increases. Most of this is non critical information and can be stored on cheap second level storage. Progressively over the year, we added one new NAS and three NAS expansion units to double our storage capacity.

Data Acquisition devices and software

The most exciting development of 2019 was the purchase and introduction of a range of data acquisition sensors and the Sparkvue software for use in Science classes.

Ongoing activities completed in 2019:

- Deployment of 170 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
- Testing and tagging of laptop power supplies.

University Links

Karen Lenk

In 2019 the Highview-FedUni partnerships program focused on further improving the Year 8 Activity Day by Highview staff working more closely with FedUni staff and PSTs. As a consequence of these interactions, lesson plan ideas and development were shared and Highview students were provided with even more engaging and appropriately pitched activities on the day. Highview staff too benefited from the energetic exchanges and communications with PSTs. The Year 8 Activity Day at FedUni Ballarat continues to run as a teaching and learning event, with the underlying goal of encouraging Highview students to be aspirational tertiary students. Feedback from students this year was particularly positive. This event is solely funded by Federation University.

PST 'Learning Walks' were further extended to first and second year PSTs with some refinement in their involvement in class activities. Rather than being passive observers, PSTs were given the opportunity to briefly work with individual teachers in the classroom and later debrief and discuss these experiences. Both PSTs and teachers provided positive feedback from this experience, as these exchanges offered the opportunity to enhance the skills of both the teacher and PST involved.

PSTs continued to be used across Highview College assisting in camps, sporting events and in learning support, supplementing Highview's existing programs in a positive way.

Ongoing projects including research on two aspects of Highview College; use of technology and the FedUni-Highview Partnership itself.

We are still awaiting publication of a finished paper; further adjustments are required.

FedUni continues to look for niche and priority areas in which to assist, support and enhance educational outcomes at Highview College where possible.

Junior School – Years 7&8

Brogahn Richards & Luke Treacy

Embracing our school values GRACE (Growth, Respect, Aspiration, Compassion and Excellence), was our collective Junior School focus in 2019.

Opportunities for personal and interpersonal growth was provided through experiences designed to challenge students. Students were asked to think openly, collaboratively and courageously to promote further intellectual, social and emotional growth. DELTA activities, academic rigor, sport and extra-curricular activities all provided these growth moments.

Respect is a core value at Highview College. The DELTA 'Affirmation Challenge' held during Term 2 inspired students to treat others with respect and kindness. Students with the strongest outcomes were acknowledged and commended.

Aspiration can be the motivation for persistence. DELTA Mentors worked extensively with students throughout the year assisting them to understand themselves as learners, set aspirational goals and reflect on their progress. Our Year 8 students took a glance into possible future pathways, with an on-campus experience at Federation University Ballarat.

Compassion is always at the heart of our thinking. Community service activities including Mission Month, 'Operation

Christmas Child' and primary school mentoring visits provide students with opportunities to consider others within our community. It is through these experiences that students build understanding of the value and importance of service and develop capacity for compassion, tolerance and empathy.

Excellence in multiple domains was evident as our students shone in many pursuits:

- Many Junior School students attended for 100% of their learning time
- Academic Merit and Excellence Awards were also earned by over 40% of Junior school Students
- Sporting prowess was evident in newly formed teams and in individual performances across a range of sports
- A significant number of Junior School students participated at the ICCES competitions,
- EBT and The Musical were graced with many outstanding junior school contributors.

Education through Wholeness remains a commitment and we are very proud of the work of our Junior School students and their Mentors.



Middle School – Years 9&10

Chris Egan

This year was another very busy year in Middle School.

Students take part in the 'Elevate Education' program, which is focused on developing study skills and revision habits. Year 10 students attended a second session designed to prepare them for the rigours of VCE.

The DELTA Program was reinforced by speakers from 'Headspace' who spoke with Middle School students about Mental Health and maintaining wellbeing. The 'Brainstorm Productions' presented 'Verbal Combat' which tackled issues around bullying and general teen angst in a one hour program.

Middle School maintained an active commitment to fundraising and to community collections for others. Year 10 organised a Donut Day for Mission Month raising \$211. The donuts sold out very quickly as you could imagine. Year 9 organised a Pizza Day which was also a success, raising \$748.75.

Lady Northcote Camp provided activities such as high ropes, the giant swing, mountain bikes and raft building. The students love this camp because it takes them safely out of their comfort zone.



Year 10 students headed to the centre of Melbourne for our three day camp, staying at the CityCYC camp. The accommodation is excellent, and very close to a lot of the activities.



Year 10 students head off to work experience and teachers also took time to visit them to see them in action.



The Student Representative Council members were kept extremely busy organising their 'Hollywood' themed social. There were some excellent costumes on the night and about 110 students had a great time.

Francesca Howe attended the VicSRC conference in Melbourne with two year 11 students, Mick Malik and Gina Ross.

STRIVE featured in the Year 9 Program throughout the year, culminating in an inspiring series of speeches at the presentation evening.

In preparation for Learning Driver Permits, RoadSmart visited the Year 10 students to talk to them about road safety.

I would like to thank this year's SRC leaders, Stacie Solomano and Harrison Davis for their leadership and commend all members of the Middle School Student Representative Council for their commitment. I also extend gratitude to the DELTA Mentors: Alex Sutton, Patrick Jenes, Neil Holton, Cory Skilton, Samantha Kent, Will Radford and Leisha Skilton for their support of students throughout the year.

I wish our Year 10 students all the very best for their venture into VCE and for their future. You have been a wonderful group of young people for the past two years and I hope you continue to flourish.



Year 9 STRIVE

Patrick Jenes

2019 Top Gear Car Rally

Students were placed into teams for the 2019 STRIVE Top Gear Rally. Racing vehicles were constructed from cardboard boxes and were required to transport a driver and passenger and comply with all safety features: wheels, steering wheel, registration and seatbelts.

Teams produced a range of fantastic cars; some with sturdy designs whilst others were aesthetically pleasing. After a parade of all vehicles, the racing began with teams facing off in a time trial around a challenging obstacle course. Cars with the quickest time progressed to the final.



In an epic race the team known as the 'P Patrol' took the trophy with drivers Aaron Collicoat and Luke Nisbet and constructors Neville Stratford, Gracie Mottram and Jake Howard.

The 'Best Construction' trophy was awarded to equal champions: the 'Barbie Car' and the 'Bananas in Pyjamas' team. The afternoon concluded with a final lap of honour for all cars and icy poles for all competitors.

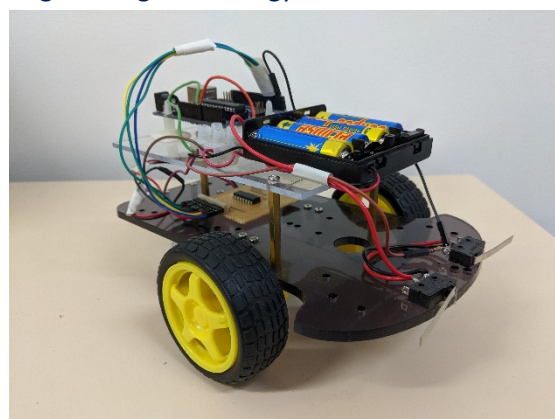


STRIVE Robotics

This year we introduced a number of our Year 9 students to the world of robotics through the STRIVE Robotics program. The students constructed an autonomous robotic vehicle designed to move forward until it encountered an object. The robot would then back off and travel in a different direction.

Students were introduced to a variety of STEM related skills including mechanical construction of the chassis, motors and gearboxes, soldering components to create a motor controller circuit board, general wiring and soldering skills and programming the microcontroller.

It was great to see the enthusiasm and engagement of the students and the three girls who successfully completed their robots have decided to complete further studies in the Engineering Technology curriculum.



STRIVE Fitnessworx

Fitnessworx challenges students' fitness in new ways. Students had the opportunity to participate in three different activities:

Bootcamp, which challenged students to push themselves and their fitness with team challenges and stamina exercises.



Funk 'n'Groovy, where students learned a variety of dances and looked at ways to create rhythm and music using only the members of their group.



Quiddich, Harry Potter style, where students learned new skills and played active games.

It was fantastic to see the students being challenged in new and interesting ways and stepping out of their comfort zone.

STRIVE Bubble Soccer

Year 9 students headed to the Maryborough Sports and Leisure Centre for the STRIVE Wet'n'Wild Activity day. Students split into groups to participate in a gym, pool or spin session alongside the most popular 'Bubble Soccer' session. The Bubble Soccer was run by external providers 'Pop up Sports' who did a fantastic job facilitating the large numbers. Fun and excitement was the theme of the afternoon sparking the start of Term 3.



Presentation of Independent STRIVE Projects

The STRIVE Program celebrates self-directed learning and has the learning goal of challenging students to engage in an area of interest, exploring something with which they have no prior experience.

- Students raised funds for hospitals and cancer research
- Others raised awareness about epilepsy, bullying and Dolly's Dream
- Many undertook personal challenges to learn to ride a horse, or fly a plane, handle reptiles, run a half marathon, speak another language or umpire netball
- Lots designed and constructed tangible things: outdoor areas, Veggie gardens, furniture, buildings, potbelly stoves, trailers, chin up racks, refurbished cars, ukulele, cupcake stands, picture books, bike tracks, deconstructed and reassembled motors
- They learned new skills of cooking, cake decorating, Auslan, making bath bombs, sending Morse Code, solving Rubik's Cubes
- Students even taught skills to other people such as basketball and football coaching, and teaching dance



They learned about scheduling time and making requests and dealing with disappointment and being flexible when things didn't go according to plan. They learned

persistence and planning how to book meetings and make contact with others who may be able to assist. They learned the art of reflecting and reporting honestly on their experience to an audience of their peers and their families.

STRIVE is a 'Rite of Passage' at Highview College and often is the most remembered activity from high school for graduates. We congratulate this year's group and their Mentors for a wonderful showcase of student ingenuity, creativity and self-direction.



Senior School – Years 11&12

Wendy Pickering-Tyers

Our 2019 year has been filled with plenty of activity in the Senior School as students combine the challenges of the VCE with the excitement of moving towards adulthood and independence.

With those priorities in mind, we have had a strong focus on study skills and career education in our DELTA program this year. Teachers have generously run tutorials for Year 12s during out-of-school time and many students took advantage of the opportunity to attend these additional sessions. The Elevate Study Skills Program continued in 2019, supporting students with a range of strategies to extend their learning and progress in VCE. Careers Practitioner, Janelle Howlett, launched the new Highview Careers Website, which has provided a new user-friendly platform for our senior students to access resources to prepare them for life after Highview. Students were also able to gain qualifications and work-readiness experience through Courses run at the school throughout the year. Well done to those that took advantage of these opportunities.

One significant achievement within the DELTA program this year has been the revised version of our Support 7 Program. Year 11 students now work more independently to lead and support the Year 7 students in weekly sessions, and we saw some wonderful examples of leadership and cross-age friendships develop throughout the year. I thank and acknowledge the Year 11 students for their commitment and hard work to make the program successful.

As we do each year, we celebrated our commencing Year 11 students in Term 1 at the Year 11 Presentation Dinner - a formal evening where the individuals were introduced and presented to the school community.



Everyone enjoyed celebrating the beginning of their senior years with family, staff and friends. In Term 4, the traditional farewell for our graduating Year 12s is always a colourful and exciting affair, with the student-led final assembly; a lunch with staff and Year 12 students; and the Graduation Dinner, where we witness the transformation from uniformed students to elegant young men and women. It is a day of fun and frivolity but also a lot of emotion as the conclusion of the school journey becomes real for students, parents and teachers.

Our Senior School Council was led by Kate Winkelmann and Nicholas Myers this year. The Council contributed a successful and popular Mothers' Day Raffle to the Mission Month fundraising. There were several impressive hampers given away and some very happy mums who received them! We thank everyone who donated items to this fundraising event. The Senior Student Council was also heavily involved with preparations for the school social in August. The Hollywood theme was popular and gave students the opportunity to create some extravagant

costumes and some beautiful 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 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 the future, submitting applications for university courses, scholarships, accommodation, jobs and TAFE. We had guest speakers from various universities, including past student, Frances Lovel, who spoke to the Year 11 students about alternative pathways into university. Mrs Howlett worked tirelessly throughout this time to assist all students to be confident about their future direction - I thank and acknowledge her for her dedication.

Term 3 is where Year 11s begin thinking ahead about their final year and leadership opportunities. The Leadership Training Day focuses on developing the skills and values associated with student leadership. Our guest speaker, Nathan Strempe, was entertaining and inspiring and many students were motivated to apply for a leadership role in the school for 2020. Congratulations to all the successful applicants, and best wishes for your responsibilities ahead.



As the year draws to a close, I'd like to congratulate and commend the Year 12 students for their conduct this year and particularly in their final weeks. Highview College sincerely wishes them every success and happiness in the future. I also want to acknowledge the teachers who have worked tirelessly with the senior students, particularly the DELTA Mentors: Sarah Lovel, Jeanean Pritchard, Dean Langley, Terry Payne, Lucy Freemantle and Chris Smart. It has been a pleasure leading the Senior School in 2019.



Humanities

Amy Knott

It has been a great year for Humanities at Highview. Students have delved into a range of fascinating topics and areas of the world. Together we have journeyed from the gladiators of Ancient Rome to the trenches of World War One. We have explored why people live in dangerous places and sought to understand environmental change and management. Learning has been enriched through a number of excursions, such as the combined Year 8 History and Science excursion to Melbourne, the Year 9 excursion to Sovereign Hill, and the Year 10 trip to Narmbool. These trips allow our students unique opportunities to experience in a 'hands-on' way, the theoretical concepts they are studying.



The new 2019 program included the separation of English and Humanities at Year 7, allowing students to deeply engage in the subjects of History, Geography, Economics and

Civics and Citizenship. The Humanities staff have worked tirelessly to provide an innovative and engaging program that challenges students to think about their place in the world and how they might become active and informed citizens. This renewed focus on Humanities has really allowed students to learn the vital skills necessary not only succeed later in VCE should they choose a Humanities based subject, but also in their other subject areas.

The LOTE staff have once again demonstrated the quality of Highview education programs through their engaging delivery of the Indonesian language, asking students to not only learn and develop a rudimentary understanding of the language, but also to explore the culture and traditions of Indonesia. At VCE, students participated in a range of subjects available, such as Business Studies, Legal Studies and History - Revolutions. The use of online lessons in SEQTA has allowed students to engage with their learning more fully. VCE is continuing to shape our students into passionate and creative leaders, able to influence Australia's future.

The Humanities staff have made an invaluable contribution to the quality of education at Highview, and have gone above and beyond in developing the new units of work for 2019. We are very proud of our students who have shown remarkable growth and adaptability. I look forward to seeing how our Humanities studies will continue to increase in creativity, quality and innovation in 2020.

Learning Support

Lorraine Caldwell

Learning support classes in 2019 included four groups at year 7 and 8, and one group at Year 9. Three students, one in each of Year 10, 11 and 12 came to room 1 regularly for extra support with their academic load. One year 8 student and one Year 9 student completed modified English classes and five students participated in the MACQLIT program (a reading intervention program). This is a total of forty two students who regularly attended Room 1 for Learning Support. Not included in this number, are the students who make arrangements to work with a teacher to complete class work, or who use the space in Room 1 as an alternate work environment or quiet withdrawal space.

2019 has been the first Year of the implementation of the Maths U See program. This has occurred in collaboration with the Mathematics Department. Nineteen students have begun the program and will continue in 2020. The year 7 Maths U See class will be determined at the end of term 1. Students say that they enjoy being able to do the Maths! This year Highview College joined the Australian Teacher Aide Association. This is an online community which supports professional development and provides access to resources.

“Our signature program, eTAPS, (Effective Teacher Aide practice for Schools) is unique and only available through membership with Australian Teacher Aide. It provides school leaders with a set of 4 professional development resources specifically designed to enhance support practices in Australian schools. Included in each resource is a Putting it into Practice activity enabling teacher and

teacher aide teams to work together to discuss what they have learned, and collaborate to improve outcomes for students.” TA Talk, Issue 49, November 2019

The Learning Support Department began working through the eTAPS modules in term 4 and looks forward to continuing this learning in 2020.

At the end of this year, we sadly farewell Sandra Rossi, who is retiring. Sandra will be remembered by many students as someone who always saw the best in them and was ready to help. She was a quiet, but loyal and trusted member of our team. We wish her well for her retirement.

Learning Support staff have continued to liaise with Disability Employment Service Providers Janelle Howlett, Highview College Careers Counsellor and students and their families, to assist students approaching their final year of school to develop a transition pathway. This is a significant collaboration as it is imperative that students and families are supported as they investigate future education and training options.

Learning Support staff also maintained collaborative relationships with local primary schools to support the transition from primary to secondary school of Year 6 students. In 2019, this has involved visits to Talbot Primary School and St. Augustine's. These visits help the development of learning plans to support smooth transition. Highview College will potentially be involved with RDA (Riding for the Disabled) in 2020 as part of the transition program for a student.

Another key focus for the Learning Support Department has been meeting the

requirements of the Nationally Consistent Collection of Data for Students with Disabilities. This involves identifying students with disabilities and ensuring that they receive the appropriate level of adjustment. To meet these obligations, the Head of Learning Support meets regularly with the College registrar and with member of the Pastoral Care team.

Underpinning all work in the Learning Support Department is the focus maintained by all staff on relationship building. Positive relationships provide a platform for effective planning and best practice in responding to the needs of students.

Science

Andrea Youren

STEM continues to be a priority for the Science Faculty at Highview College. At all year levels in Science, students have conducted a student-designed Investigation and produced a scientific poster. This provides students with the opportunity to improve their scientific experimental design skills and literacy through scientific communication.

Highview Science staff have continued to focus on further integrating technology into our daily teaching. We have recently purchased a suite of sensors and data logger technology to increase the range of practicals we can undertake and make Science at Highview more hands on. This will also make the recording of our data in practicals more accurate and means we can have data recorded over extended periods not just while students are in the classroom. These will be implemented into classes at all year levels.

At Years 7 to 10, 'STILE Education' continues to be fully integrated into all Science classes giving students access to latest scientific research and 'real world' Science.

VCE Science staff continue to use '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.

This year, 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. We also had a student attend the National Youth Science Forum and then go on to attend the International Youth Science Forum in Michigan, USA. 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.

All students in Years 7 and 8 competed in the Big Science Competition. This is a high profile competition and gaining a certificate of Credit, Distinction or higher is an excellent achievement. Highview College this year was awarded 16 Credit, 5 Distinction and 4 High Distinction awards.

In 2020, the Science team looks forward to continuing to bring more 'real world' Science opportunities to our Highview students.

Mathematics

Jordan Forster

This year has seen the addition of some wonderful new staff to our Mathematics Faculty. Our students have welcomed the changes and the new challenges that our teachers have provided, with improvements to curriculum already taking shape from Years 7 to 10.

In 2019, Highview College continues to run classes based on ability. 'Access' Mathematics classes that were implemented in 2018 for students who require extra support in the fundamentals of Mathematics, have been further utilised by more students and are functioning very well. Access Mathematics students have individualised programs relevant to each student's needs and work in very small classes. While students are well supported where required, extension classes are now stretching students to further utilise their numeracy skills in new and exciting areas.



The Mathematics Faculty is continuing to extend students outside the classroom with involvement in the 'Australian Mathematics Competition' for Years 7-10. 2019 also saw the return of the 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 and well received by all.

Highview College continues to have a strong emphasis on embracing technology across the curriculum. Behind the scenes, staff have begun training in the use of new Mathematics software, which will roll out across all classes from Years 7 to 10 in 2020. We have also shifted to PDF textbooks and will further utilise interactive textbook logins in our Mathematical Methods VCE classes in the future. Highview College also continues to integrate Edrolo into VCE classes. All Year 12 Mathematics students will have access to Edrolo resources as part of their booklist.

It is an exciting time for Highview College, with further improvements planned for the coming year.

Technology

Terry Payne

Year 11 and 12 Design and Food Technology students once again 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 provides a catalyst for creative design and production.

This year during the national celebration of 'Technology Week' Highview College promoted what we do in the workshop through displays around the school on the TV monitors in the corridors. It was great to see that we featured on the front page of the Maryborough Advertiser with a feature story on one of our VCE students, Chloe DosReis.

The introduction of Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) through the CNC router and 3D printers has continued to inspire and generate creative

design in the workshop. The exciting introduction of a Laser cutter next year will only improve the learning outcomes of our students.

Year 10 Creative Masterclass allows students to develop an independent project. 2019 saw a diverse range of products, including: leather craft, film making, custom 3D printed game pieces and the more traditional wood-crafted products.

2019 saw the expansion of the robotics and microcontroller program through the Digital Technologies curriculum. Year 8 classes were able to learn coding skills by wiring up LED circuits and programming them to perform different functions using the Arduino microcontroller and C++ code.

The Year 10 class was introduced to Systems Technology in preparation for the introduction of Systems Engineering into the curriculum in 2020. They constructed a robotic arm and learned how to build prototype circuits using various electronic components. They were introduced to the Arduino microcontroller and learned a variety of coding skills.

Our focus on reducing waste in the Food Technology department has gained momentum with staff and students aiming to halve the waste going to landfill by separating paper, glass, metal and plastics into our newly acquired large recycling bins. Students have been very supportive of the removal of single use plastic cutlery and have developed a much stronger understanding of which food waste is suitable for adding to the compost.

I would like to thank the dedicated Technology staff for their devotion to delivering engaging curriculum to our students and continued support of each other.

The Arts

Jeanean Pritchard

Creativity is one of the most important characteristics we can nurture and develop in students. It is creativity that makes us successful as individuals and as a species. Through creativity, we learn to problem solve and adapt to the unknown. Our students have excelled in all areas of creative arts; Music, Theatre, Sculpture, Drawing, Painting, Ceramics, Printmaking, Design, Digital Art, Film-making and Photography.

We are proud of our Highview Media students who have represented our school this year with their animation and film-making in prestigious national awards, including The Atom Awards, The Martini Awards and the Sunshine Film Festival. The creative, inspirational and energetic screen and media culture at Highview is apparent in the high calibre work that has been produced this year. We have VCE students leaving us this year planning to begin their careers in the film-making, animation and music industries.



Our music students have worked extremely hard to ensure their success. The instrumental music and band program has grown, and students have performed in numerous towns to much acclaim. The students have recorded

their own compositions and performances in our own recording studio, as well as having the privilege of recording in a professional studio and working with sound engineers. Working with industry standard technology, equipment and software such as pro-tools, is an absolute priority, and this begins with our junior students. Our core music program places emphasis on *musicing* (Elliott 1995) with a range of contemporary instruments.



Drama is a wonderful opportunity for students to capture the audience's imagination with timeless stories. This year's Drama and Theatre Studies students have been challenged by a foray into the wonderful world of theatre history exploring stories from ancient Greece, Renaissance Italy and Elizabethan England.



In Semester 1, our hard-working VCE Theatre Studies students gave a hilarious performance in 'The Brothers Grimm Spectaculathon'. In

Semester 2, Year 10 students performed an adaptation of Macbeth with our new LED lighting which was spectacular.

Printmaking and watercolour painting processes have been popular choices amongst our visual arts students. The watercolour work has been sophisticated and the printmaking techniques have included complex lino-reduction and drypoint processes. Junior students experience the full spectrum of disciplines within the arts. Working with clay is always a favourite with the Year 7 and 8 students, many of whom have never before had this opportunity. The high calibre artwork at the VCE exhibition at the Central Goldfields Gallery wowed audiences. In VCE, students choose the medium and process they use in the production of their final folio. The strong foundation established in early years is apparent in the range of senior works. The exhibition included printmaking, sculpture, textiles, digital art, painting, photography, 3D printing, drawing, animation and film.



The nurturing of creativity over the past six years is clearly evident in the VCE work from all Arts Faculty subjects this year.

English

Karen Lenk

The English Faculty has worked on refining our curriculum and devising ways to make our lessons both rigorous and engaging. This year we separated the Year 7 WOW (Window on the World) Program into specialist English and Humanities lessons. This allowed students to focus on subject specific skills with precision. New units of work were developed in English, based on the current Victorian Curriculum requirements. Students particularly enjoyed the 'Indigenous Poetry and Songs' unit which allowed them to closely study works in current popular culture.

Our Middle School English Program is becoming more aligned to the expectations of VCE English. We are working on developing more text comparative units to challenge students to think laterally and philosophically in their essay writing. We have also been embedding more work in developing students' vocabulary by explicit teaching, allowing them to extend their language repertoire.

In order to support our senior students, we ran a Summer Program during December 2018 and January 2019. This was to assist in the preparation of students entering Year 12 English in 2019. This was a 'leg-up' program, allowing students to get a bit of a head start in reading and understanding their Year 12 English texts, before the formal academic year began. This program will again be offered during the Summer holidays. Three days will be in December 2019, another three in January 2020. Attendance to this program is optional. Students will be given the opportunity to commence their English holiday homework during that time.

As an team of English teaching professionals every member of the English staff is passionate about extending student language accuracy, creativity, expressiveness and proficiency. As the only compulsory subject through to Year 12 VCE, every student requires competence in the functionality of the English language.



Physical Education

Lucy Freemantle

The opportunities the Physical Education faculty have been able to provide for students have been broad, engaging and dynamic with an emphasis on challenging and exciting our students about their learning and development in Physical Education and Outdoor Education. Physical Education has had a strong focus on the overall wellbeing of individuals including fitness, skill development, lifelong physical activity, mental health and self-esteem encompassing positive psychology.

We have given our students pathways to pursue lifelong physical and mental health formation individually and in the community. Duke of Edinburgh has once again proven to be a successful program. Students visited a variety of local organisations and provided community service over 12 weeks as well as participate in two, three day camps at Mount Kooyoora and the Grampians.

VET VCE Sport and Recreation first year were the first group to participate in five days of 'Structured Workplace Learning'. Students worked in a variety of organisations including: Australian Futsal, Kelly Sports, Murph's Gym, Maryborough Leisure Centre and Cricket Victoria. Through engagement in our programs our students give themselves the best opportunity to become happy, social and physically active members of their community and will hopefully have a lifelong interest in their own and others physical and mental health.

The Physical Education faculty will continue to work hard in 2020 to improve the program further so our students are getting the best possible learning outcomes. We are currently compiling a comprehensive Health Program for Years 7 – 9 in 2020 that will incorporate MyEd on-line lessons.

St Kilda Football Club Visit

As part of our AFL Schools Ambassador program, St Kilda FC players visited Highview College recently. Nathan Brown, Jack Lonie and Callum Wilkie conducted a Q&A session with the students. They shared their individual stories and touched on many topics including training programs, nutrition, rehabilitation and tactics. It is great for country students to meet elite sportspeople and hear their stories, to show them to work hard and follow their dreams.



Melbourne Phoenix NBL Team Visit

As part of the NBL Community Camps, Highview College was fortunate enough to host players from the newest NBL franchise, the South East Melbourne Phoenix. Players included Dan Trist, and current Captain, and former Australian Boomers star, Adam Gibson. The students were treated to a skills clinic and question & answer session. The players passed on advice and insights into professional sport and the dedication and commitment required.



Highview College Football Uniforms

We were excited to unveil the new HC Football uniforms for the matches against MEC in May. With the continued rise in popularity of Female Football, and the commitment we have made to offer this opportunity for our girls, it was a priority to update the uniforms for all of our teams.

The uniforms match our Basketball Jersey design, and the predominant 'Red' colour stands out against our opposition schools who wear Navy based jumpers. The Navy Shorts finish off a great looking combination in every competition forum.



Duke of Edinburgh

Camp - Grampians and Arapiles

Year 10 student

Twenty-three Duke of Edinburgh students and three teachers Mr Chris Smart, Mr Terry Payne and Mrs Lucy Freemantle took off for our second Duke of Edinburgh Camp of the year, to Halls Gap and Arapiles.

We started off in the rain, all eager to take on this challenge for three days. Our first hike was the 7.2km Chautauqua Peak loop. There were amazing views along the difficult trail. At the completion of the hike, we rewarded ourselves with a famous Halls Gap Ice cream before setting up camp for the night.

The next day we made our way to Arapiles, where we rock climbed and saw some incredible courage and successful execution by students and teachers. We set up camp at our new destination with another campfire and some delicious food. Terry Payne treated the group to his homemade bush-donuts, they were delicious.

Our last day was beautiful weather for our 'silly kit' themed day. We abseiled a 15 metre and a 30 metre rock face. Many students confronted a fear of heights and completed either one or both of the abseils. By the last day we all got along like a big family which was awesome to be a part of.

Thank you so much to Mrs Freemantle who supported us on this great trip and to our teachers, Chris Smart and Terry Payne for the many hours they dedicated to making both overnight outdoor education experiences so enjoyable, so challenging and so rewarding.



House Sport

Luke Treacy

House Swimming

Swimming Results

Chisholm	1403 Winners
Butler	1236
Wesley	1110
Campbell	887 House Spirit

The weather was kind for our House Swimming Sports held at the Maryborough Outdoor Pool. The events were very competitive and the swimming was excellent. Congratulations to all students who were involved in the day. All participants competed well, with some outstanding individual efforts.

Five records were broken on the day:

- Year 9 50m Butterfly – Emmerson Wood (Chisholm) 32.91s
- Year 9 50m Breaststroke – Emmerson Wood (Chisholm) 44.03s
- Year 9 50m Backstroke – Emmerson Wood (Chisholm) 35.63s
- Year 9 50m Freestyle – Emmerson Wood (Chisholm) 30.84s
- Year 12 50m Freestyle – Liam Palling (Campbell) 31.13s

After a day of great racing, the scores were close, and it came down to the relay events to decide the overall winner.

Chisholm were the eventual champions, a well-deserved win with House Leaders Liam Latch & Chloe DosReis doing a great job to fill events and get many competitors involved for their House. Well done Chisholm!! A big thank you to the House leaders and staff involved for their efforts making the day so successful.

House Spirit continues to grow with each carnival, and it was Campbell who shone brightest and cheered loudest. Congratulations to Campbell Leaders Abbey Mottram and Elyse Taylor.

Age Champions

- Year 7 Female Ellie Martin
- Year 7 Male Ethan Townsing
- Year 8 Female Hannah Notley
- Year 8 Male Sidney Robinson
- Year 9 Female Emmerson Wood
- Year 9 Male Aaron Collicoat
- Year 10 Female Teagan Medlyn
- Year 10 Male Lachlan Bates
- Year 11 Female Chelsea Chew
- Year 11 Male Jamie Beavis
- Year 12 Female Bianca Powell
- Year 12 Male Liam Palling



Athletics Results

Chisholm	3500 Winners
Wesley	3161
Butler	2880 House Spirit
Campbell	2735

An incredible 9 records were broken on the day

- Year 7 1500m
Ellie Martin (Chisholm) 5.58.09s
- Year 8 1500m
Lavinia Martin (Chisholm) 5.57.75s
- Year 8 Triple Jump
Thomas Myers (Campbell) 10.67m
- Year 9 Triple Jump
Theresa Buchanan (Butler) 10.47m
- Year 9 Shot Put
Theresa Buchanan (Butler) 9.01m
- Year 9 Triple Jump
Charlie Harris (Wesley) 11.80m
- Year 9 High Jump
Charlie Harris (Wesley) 1.68m
- Year 9 High Jump
Finley Wagstaff (Butler) 1.40m
- Year 12 Long Jump
Nicholas Myers (Campbell) 6.54m

Congratulations to the following Year Level Champions:

- YEAR 7 FEMALE CHAMPION
CASSIDY MILLER
- YEAR 7 MALE CHAMPION
CALLUM BUCHANAN
- YEAR 8 FEMALE CHAMPION
CHLOE ROSS
- YEAR 8 MALE CHAMPION
THOMAS MYERS
- YEAR 9 FEMALE CHAMPION
THERESA BUCHANAN
- YEAR 9 MALE CHAMPION
CHARLIE HARRIS
- YEAR 10 FEMALE CHAMPION
HAYLEY SWANTON

- YEAR 10 MALE CHAMPION
BEN McCARTHY
- YEAR 11 FEMALE CHAMPION
KAYLA BLAZKO
- YEAR 11 MALE CHAMPION
JAMIE BEAVIS
- YEAR 12 FEMALE CHAMPION
TAYLAH CHAPLIN
- YEAR 12 MALE CHAMPION
NICHOLAS MYERS

After a day of great running, jumping and throwing events, the scores were close, and it came down to the relay events to decide the overall winner. Chisholm were the eventual champions, a well-deserved win with House Captains Chloe DosReis & Liam Latch doing a great job to fill events and get many competitors involved for their House.

Butler were awarded the House Spirit Shield for their colourful dress and exuberant chants.



House Cross Country

We enjoyed a wonderful day at the House Cross Country held on Friday 19 July at Lake Victoria. The races were tightly contested, and the Staff Vs Year 12 Tug O' War was a fierce battle. The Staff have bragging rights for another year! Congratulations to all students who were involved in the day. All participants competed well, with some outstanding individual efforts.

Congratulations to the following Year Level Champions:

YEAR 7 FEMALE - **ELLIE MARTIN**

YEAR 7 MALE - **WILL ZANTUCK**

YEAR 8 FEMALE - **LAVINIA MARTIN**

YEAR 8 MALE - **BLAYZE MOREY**

YEAR 9 FEMALE - **EMMERSON WOOD**

YEAR 9 MALE - **PATRICK PRITCHARD**

YEAR 10 FEMALE - **ALICIA MYERS**

YEAR 10 MALE - **ANGUS OSTARCEVIC**

YEAR 11 FEMALE - **LILY CAIN**

YEAR 11 MALE - **JAMIE BEAVIS**

YEAR 12 FEMALE - **BIANCA POWELL**

YEAR 12 MALE - **NICHOLAS MYERS**

After a day of great racing the scores were close, and it was Campbell who were the eventual champions, a well deserved win with House Leaders Elyse Taylor & Abbey Mottram doing a great job to get many competitors involved for their house. Well done Campbell!

House Spirit continues to grow with each carnival, and it was Wesley who shone brightest and cheered loudest. Congratulations to Wesley Leaders Maddison Farrell & Will Moran.

A big thank you to the House leaders and staff involved for their efforts in making the day a success.



Energy Breakthrough

Luke Treacy

2019 was very successful for the Highview College teams. The three school teams all placed top five in their respective sections; with two overall winners. A brilliant team effort!

Junior Team

The 'Kulinda' Junior squad, had several members participating in their first secondary school event. The team achieved high scores across all sections, including 2nd in the Design & Construction, Display & Presentation and also in the race. They were declared Overall Winners. A fantastic effort by the students and staff involved. Congratulations to, Ellie Martin, Lavinia Martin, Megan Pritchard, Alyssah Tobin, Fern Winnell, Baxter Cheesman, Benjamin Deaker, Thomas Myers, Joshua Ross, Oscar Tatchell and a special thanks to managers, Chris Smart and Lucy Freemantle.

All-Female Team

'Hola Chica' were high achievers across the event. They finished 2nd in the race, 4th in Design & Construction and they won the Display & Presentation. They too, were the Overall Winners of the HPV All-Female division. A great effort by all. Well done to Gina Beavis, Theresa Buchanan, Lily Cain, Deanna Dellis, Maddison Farrell, Ava Harrison, Francesca Howe, Isabel Knowles, Alicia Myers, Gina Ross, Brianna Tranter, and managers, Sarah Lovel and Broghann Richards.

Open Team

'Bromance' performed well in all categories. They were 5th in the Display & Presentation, 3rd in the Design & Construction and finished 5th in the trial. This placed the team in 5th position of the 30 Open teams. Well done to Jamie Beavis,

Nathaniel Codognotto, Ethan Freemantle, Jesse Lang, Liam Latch, Nick Myers, Mick Malik, Angus Ostarcevic, Liam Palling, Joshua Powers, Patrick Pritchard, and managers, Patrick Jenes and Luke Treacy.

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, Kayla Blazko, Callum Buchanan, Nash Field, Mia Harrison, Vincent Walker, and staff: Melissa Adams, Jamie Briody, Glen Fithall, Terry Payne and Melinda Scash.

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 competing would not be possible without these contributions.



Alice in Wonderland

Carel Fourie

What an honour it was to present to you Highview College's 2019 School Musical, 'Alice in Wonderland Jr'!

The cast and crew put in a phenomenal effort. It was a jam-packed six months for everyone involved. Students auditioned, learnt songs and dances, completed choreography training, rehearsed and performed two trial shows for Primary School students and three performances to paying audiences. I commend all the students involved.

A show such as this requires a huge effort from many dedicated and talented volunteers. The commitment from a myriad of supporters, such as stage and tech crew, promotion and publicity, front of house, set painters, the production team and, of course, the excellent cast has been incredible, and the show could quite simply not go on without them. The Highview College students, staff, community members and parents have all gone above and beyond to ensure this show was a success.

The most rewarding aspect of presenting Alice in Wonderland was not the show itself; it was the personal growth we as a team experienced. Successful collaboration was brilliantly demonstrated by our student cast and crew.

Through 'Alice in Wonderland Jr', students continually learnt and developed in leaps and bounds. We have extraordinary talent within our school and many students have developed a belief in themselves and come out of their shells. The relationships formed between students has been inspiring, and they really have become a family. In just six months, the

students and staff moved from a collection of strangers to a family. And that's where the real rewards are found.



Hollywood Social

School Captain, Kate Winkelmann Students and staff dressed for the Hollywood red carpet and shared a night of feasting, dancing and prizes in the annual School Social. Year 12 students led the way with a combination of Flintstones, gangsters and red carpet glamour with their names in stars on the walk of fame at the entrance.

Students from all year levels came as characters, with Erin Holland stealing the show as a golden Academy Award Statue and Charlotte McHoul rocking it as a Kardashian. We had multiple pink ladies, characters from The Wizard of Oz and staff security came as MIB!

It was a fun night, enjoyed by all.



Cambodia Community Service Tour

Jacinta Harvey

Phnom Penh is the capital city of Cambodia, where we explored the Mekong River a silk farm and a tour of the Royal Palace.

At the S-21 genocide museum we learnt about the atrocities that occurred between 1975 and 1979 under the Khmer Rouge regime. We were privileged to meet one of the only survivors from the prison who shared his story with us. We learnt how the country has moved on from what they endured, forgiving and seeking peace.

Our service project took four days. We built a house for a 14 year old girl and her family. On the first day we prepared the bearer posts by chiselling out joints and preparing and painting the wood for the external walls.

The following day, the local builders put the main frame together while we continued painting the walls, cutting the flooring and painting the door and windows. In the afternoon we began working on the walls. This was a long and difficult task. Highview students worked on the lower ends of the panels while the local builders climbed along frame nailing down the top ends of the boards. We installed the front door, one window and two full walls.

After four days of hard work we completed the house! The blood, sweat and tears that went into the build are nothing compared to the smiles on the faces of the family that will now call this their home. To top it off the Highview team purchased a new mattress, mosquito nets, pillows and a fan to make the family a little more comfortable in their new home.

The family were thrilled to be receiving this house, although it was really only slightly bigger than our bedrooms. We began to appreciate how lucky we are and how little material possessions contribute to happiness.

The final leg of our trip was spent in Siem Reap. Here we saw a local circus, visited the ancient temples within the Angkor Wat complex and had a last shop at the local markets.

We were lucky enough to join the celebrations of Khmer New Year on our final night.

We are all so grateful for the time we spent together in Cambodia. We have made new friends and learnt so much about Cambodia and ourselves.



Laos Community Service Tour

Maree Gordon

In Laos, as we explored the streets of Luang Prabang, we could hardly take process the incredible unfamiliar surroundings.

The Mekong River connects six countries and borders the 'Elephant Conservation Centre'. We had the pleasure of walking alongside the mahouts and their elephants and watched as a mother elephant and her baby drank and played at the water's edge, directly in front of us.

During our time in Laos, we explored many tourist destinations. We made offerings to the monks at Alms, went explored the river by boat, climbed many hills and looked out over astonishing scenery. An enduring memory will be learning that Laos was the most heavily bombed country, per capita, in history. More than 580,000 bombing missions were conducted over Laos and approximately 25% of villages in Laos are contaminated with Unexploded Ordnance (UXO).

In Nong Khiaw we were here to help rebuild a school and hand over \$1,000.00 from the fundraising undertaken at Highview. This money is being used to put a new roof on the school. In our service work, we worked alongside the villagers mixing cement painting and rendering the walls of the school. We worked as a team and made a chain to carry all the cement and sand up to the top of the hill where the school is located.

It was lovely to see the local adults and children helping us. They really appreciated the work we were doing and value their education highly. After our exhausting days of work, we would walk hand in hand with the children down to the local watering hole and

wash off the sweat and dirt and splash around playing. Then it was off to our host families homes. Their homes may have been sparse with furniture but they were full of love and it was an honour to be invited into their homes. Our last night in the village was quite emotional when the locals held a Basi Ceremony where they tied a string on our wrist and blessed us for our services. There was not a dry eye after this ceremony, as the villagers thanked us once again for our services. We were the ones who were more thankful for the love they had shown us. The people of Laos will always remain in our hearts.

We went to Laos to help others but in turn, the people of Laos helped us all become humanitarians and filled our hearts with love.



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 2019 was as stated in the table below.

Income	2019	2018	2017
COMMONWEALTH GOVERNMENT	5,213,829	4,977,470	4,739,407
STATE GOVERNMENT	1,723,355	1,672,095	1,507,350
SCHOOL FEES	1,240,340	1,184,446	1,192,610
OTHER PRIVATE INCOME	183,781	169,386	190,899
TOTAL INCOME	8,361,305	8,003,397	7,630,266

Categories of Expenditure

Schools are required to include details of expenditure broken down by category. Highview College's expenditure for 2019 was as stated in the table below.

Expenditure	2019	2018	2017
SALARIES (INCLUDING ON-COSTS)	5,998,424	5,737,983	5,435,358
TUITION	347,944	310,616	263,607
GENERAL ADMINISTRATION	524,998	433,732	259,708
FINANCE (INSURANCE, INTEREST)	58,702	54,100	47,448
OPERATIONS	356,188	247,468	292,352
TOTAL EXPENDITURE	7,286,256	6,783,899	6,298,473

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 2019 student surveys taken on Experience Day.

On 'Experience Day' we complete an entry and exit survey. In 2019 our Year 6 students (70 visitors) responded as below:

Questions	Response Options	AM	PM
How are you feeling right now?	Good	25	9
	Great	38	58
	Not Sure	6	3
Which subjects (AM) are you looking forward to (PM) did you enjoy?	Music	35	51
	Technology	41	62
	Art	48	62
	DELTA	18	43
	Science	43	60
	PE	51	*
Are you worried about anything?	Making Friends	23	20
	Meeting Teachers	14	5
	The Classes	17	18
	Finding your way around campus	48	30

*PM survey completed prior to PE class being held.

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.