Introduction

The Annual Report for 2016 is provided to the community of Jindabyne Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Debbie–Lee Hughes
Principal

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Message from the Principal

Jindabyne Central School is a unique, vibrant and successful learning community with a strong emphasis on the partnership between school and home. As we work with our students to help them learn about the world around them through the innovative curriculum, we very much appreciate the support that parents have given their children at home as they strive to achieve their learning goals. I acknowledge the hard work of all those who are members of our school community. Each student has achieved their personal goals or reached a milestone of significance in their learning and is a tremendous endorsement of the efforts and high expectations and aspiration for your children.

Our school motto is Leadership and Citizenship and the school banner statement is ‘Educating the Future’. Our purpose is to deliver a quality learning experience through a student centred learning environment which fosters life skills and a passion for learning. We have developed leadership systems and practices that have focused on enabling conditions for improved learning outcomes so as to ensure our students become successful learners, confident and creative individuals and active and informed citizens.

Jindabyne Central School participated in the sampling process implemented by the Department of Education and Board of Studies, Teaching and Educational Standards (BOSTES). NSW public schools are required to comply with the registration requirements by continuing to implement existing departmental policies and procedures and maintaining records of implementation and monitoring processes.

Two Board of Studies Inspectors and Matthew Brown, Director Public Schools NSW met with the Executive Team of Jindabyne Central School to discuss and present evidence to support our compliance in aligning with policies and procedures. The team were impressed with the quality of evidence provided to them in relation to such key aspects as Curriculum, Student Wellbeing, and Positive Behaviour for Learning (PBL), Student Leadership, Learning Support, Child Protection and Work, Health and Safety.

The feedback provided to us as a school was that there was a seamless transition, collaboration and team responsibility for all aspects of the process and clearly staffs have been provided with leadership opportunities across the school. Particular mention was given to our curriculum implementation in English K–12 and in Technology Stage 4 and 6 (the two curriculum areas examined).

We have continued to seek out feedback from our students, staff and parents with the implementation of the Tell Them From Me Surveys, all with an emphasis on continuous improvement. This feedback provides important information which influences our strategic directions and milestones to work towards.

Our school continually defies the statistics, logic and planning of the State Demographers as we continue to increase in enrolment.
We commenced 2016 with 51 Kindergarten students which increased to 57 students and next year will see our largest intake of Year 7 students as the Secondary sector also continues to grow. At mid–year our enrolment surpassed 800 (808) and we will have an initial total enrolment of 780 students K–12 commencing in 2017. We continue to have families returning for the Winter Season with some of these families remaining beyond the melting snow.

The implementation of our Positive Behaviour For Learning program to be launched officially in 2017 will consolidate our efforts toward supporting our students at each stage of their development through quality teaching, learning and engagement with an emphasis on RESPECT, RESPONSIBILITY AND PERSONAL BEST as our core values.

Our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Our students are respected, valued, encouraged, supported and empowered to succeed. Our students will grow and flourish, do well and prosper. The foundation of a successful school is the cooperation between staff, students, parents and community.
School background

School vision statement

Our school values are aimed at developing resilient individuals who confidently, actively and in a socially responsible manner; participate positively in society, valuing lifelong learning. Our purpose is to deliver a quality learning experience through a student centred learning environment which fosters life skills and a passion for learning. Our school motto is Leadership and Citizenship and the school banner statement is ‘Educating the Future’. Jindabyne Central School will develop leadership systems and practices that focus on enabling conditions for improved learning outcomes so as to ensure our students become successful learners, confident and creative individuals and active and informed citizens.

School context

Jindabyne Central School is situated in the Snowy River Shire, an expanding population area located at the base of the Snowy Mountains in New South Wales. Our 777 students Kindergarten to Year 12 come from a range of cultural and socio-economic backgrounds and provide a vibrant, inclusive and every changing school community. Each year we have a number of families that return to Jindabyne Central School as part of our winter program and we continue to build strong connections with their home schools. Jindabyne Central School offers a strong focus on Literacy and Numeracy across all year groups. The K to 12 curriculum is responsive and flexible, with a strong academic focus and specialised cultural and sporting programs. The school has middle and whole school programs in music, sport, science, visual arts, dance, languages and technology. There is an emphasis on creating a culture of creativity, enquiry and engagement.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

At Jindabyne Central School we are focused on excellence in learning for all students, considerate of the different sets of experiences, knowledge and skills students bring to school with them. We are committed to creating individual learning pathways by using data to inform our practice, lesson observations and feedback to improve our practice and an emphasis on curriculum and how students learn to consolidate our practice. Within the domain of teaching, our staff are committed to high quality teaching and leadership with professional learning plans focused on classroom improvement. Teachers are consistently evaluating what works within the classroom and seeking feedback from their students and peers. Our culture is one of transparency and rigour with a focus on improving not because we can but because we want to be the very best we can be. Our school is committed to a culture of high expectations and a shared responsibility for student success. The executive team are leading staff in evaluative practice with an emphasis on student performance data paired with explicit teaching and learning. We are continually striving to improve connections with our community to enhance the operational effectiveness of Jindabyne Central School.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Strategic Direction 1

Creating a high performing and dynamic school

Purpose

To ensure high standard education through increased combination of curriculum, resources, ICT infrastructure, teaching and learning programs which inspires every teacher and student to excel, to learn to their full potential and ensure learning is personalised, appropriate and differentiated for every student.

Overall summary of progress

Across the school there is an emphasis on creating class expectations for learning aligned with our P.B.L. values of respect, responsibility and personal best. Staff are utilising data from a range of sources to inform their teaching practice.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure growth in Literacy and Numeracy.</td>
<td>With the areas of literacy and numeracy there are a high percentage of students achieving greater than or equal to expected growth. Writing across all years is still a target for improvement, however this will only be achieved through reading and comprehension. The Year 7 cohort is to be a focus on reading for 2017.</td>
<td>The Learning and Support Teachers from K–6 and 7–12 have worked with volunteers and school learning support officers to implement MultiLit along with reciprocal reading and small group levelled reading intervention.</td>
</tr>
<tr>
<td>Ensure student growth in NAPLAN between Years 3,5,7,9 with a focus on the second bottom quartile and highest performing students.</td>
<td>There is a strong performance for students in the bottom quartile of NAPLAN, Years 3,5,7 and 9. Analysis of Year 7 data indicates a high percentage of students achieved less than expected growth. More emphasis needs to be focused on the higher performing students to ensure that are achieving greater than expected growth and are challenged to improve through targeted and rigorous teaching and learning.</td>
<td>Professional learning time has been allocated to the analysis of student performance data and the link to teaching practice.</td>
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<tr>
<td>All stages/faculties have teaching and learning programs that effectively deliver the Australian curriculum.</td>
<td>All teaching and learning programs are inclusive of the general capabilities and cross curriculum priorities of the syllabus, however professional learning needs to be explicitly focused on the provision of literacy and numeracy targets across all stages and KLAs.</td>
<td>Professional learning time will continue to be utilised to ensure quality teaching and learning programs focused on learning intentions, success criteria, all informed by student data.</td>
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</tbody>
</table>

Next Steps

Our future focus will be on ensuring shared responsibility for literacy and numeracy learning of all students evidenced in targets and improved learning outcomes. All staff will work collaboratively to share information about student literacy and numeracy performance and progress across teams/years/stages and faculties including discussion about successes and areas for development. All staff will engage in formal and informal discussions about the Literacy and Numeracy Continuum K–10 and how it informs their teaching practice. Teachers will be able to make informed and consistent judgements about student progress in literacy and numeracy based on deep knowledge and understanding of the literacy and numeracy continuum’s, including the critical aspects of clusters and markers across the years.
Personalising teaching and learning

Purpose
Build capacity in all teaching staff K–12 to identify the individual learning needs of each student to ensure that differentiation becomes a standard practice for all students and staff.

Overall summary of progress
Our aim at JCS has been to build capacity in all teaching staff K–12 to identify the individual learning needs of each student to ensure that differentiation becomes the standard practice for all students and staff. Our professional learning has been focused on how students learn to ensure a personalised approach to what students know, need to know and the pathway for this success. Teachers have been working collaboratively to ensure that learning intentions and goals are clearly communicated with and to students and that success criteria is common place in all lessons and learning tasks. Remedial interventions have been implemented to ensure that lower–performing students are catered for in a way that ensures progress and learning success. More emphasis needs to be directed to challenge and extend the students who are high achieving and have high potential ensuring rigorous learning that leads to deep knowledge and understanding.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of teachers demonstrate evidence in teaching and learning programs</td>
<td>Curriculum differentiation is evident in all teaching and learning programs in association with a culture of high expectations for our students as learners. All students requiring adjustments and accommodations to curriculum and learning are catered to and for.</td>
<td>Professional learning time has been allocated to ensure collaborative analysis of student data and planning for personalised learning. 133, 725.81</td>
</tr>
</tbody>
</table>

Next Steps
Our next steps are to ensure that there is academic challenge and rigour for the high performing students and for those with high potential. Analysis of data indicates a significant decline in achievement in the transition periods between Years 5–8 for some students.
**Strategic Direction 3**

**Building leadership**

**Purpose**

To empower staff and students to take initiative and develop skills for continuous improvement in teaching, learning and school culture leading to consistent high standards and shared practice which builds capacity in all facets of school.

**Overall summary of progress**

To empower staff and students to take initiative and develop skills for continuous improvement in teaching, learning and school culture leading to consistent high standards and shared practice which builds capacity in all facets of school has been our purpose. There has been considerable improvement in the areas of explicit quality assessment with learning intentions and criteria evident. Professional conversations and coaching and mentoring opportunities have been aimed at the provision of effective feedback to inform improvement in aspects of teaching and learning.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers progression through the professional teaching standards from Proficient to Lead, registration to certification and mandatory to voluntary</td>
<td>All teachers have engaged in professional learning which has directly influenced teaching and learning. Teachers have articulated improvement goals for themselves and maintained proficient status. A number of staff are working toward voluntary accreditation at Highly Accomplished and Lead.</td>
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<tr>
<td>Decrease in negative incidents recorded on SENTRAL</td>
<td>There has been a significant increase in the use of SENTRAL to record student incidents whether positive or negative. This has meant that the PBL team are able to provide data to the executive in order to target behaviours to address for individuals or student groups or in fact areas within the school such as the playground.</td>
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<tr>
<td>Increased student involvement in activities within the school and the wider community</td>
<td>The SRC and Leadership Team have had a proactive role in the development of the Positive Behaviour for Learning Program at Jindabyne Central School. New to 2016 was the school’s involvement in the National Day of Action Against Bullying and Violence. This day was celebrated on the same day as Harmony Day. Students were able to purchase Anti–Bullying wristbands to raise money for the purchase of 2 ‘buddy benches’. Students also created anti–bullying bunting, participated in drama performances regarding the impacts of bullying and created graphic posters with regards to the impacts of bullying. A large painting was created by Visual Design teacher, Ben Eyles, with an anti–bullying message which is to be hung in the new Gym.</td>
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<tr>
<td>Increased in positive incidents recorded in SENTRAL, FOCUSED ON LEARNING, ACHIEVEMENT AND ENGAGEMENT</td>
<td>Implementation of the Positive Behaviour for Learning framework continued to be a significant focus for 2016. A Student Recognition System was developed with significant input from staff, students and the community, ready for implementation in the secondary area in 2017. The Year 12 parting gift to the school included a significant contribution to assist the implementation of the Student</td>
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Progress towards achieving improvement measures

<table>
<thead>
<tr>
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<th>Progress achieved this year</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Increased in positive incidents recorded in SENTRAL, FOCUSED ON LEARNING, ACHIEVEMENT AND ENGAGEMENT</td>
<td>Recognition System in 2017. Primary are still in development to ensure the system is suitable for the age group and manageable for Primary staff.</td>
<td></td>
</tr>
</tbody>
</table>

Next Steps

MindMatters/KidsMatter is a mental health initiative for secondary schools that aims to improve the mental health and wellbeing of young people. It is a ‘framework’, in that it provides structure, guidance and support while enabling schools to build their own mental health strategy to suit their unique circumstances. MindMatters/KidsMatter provides school staff with blended professional learning that includes online resources, Spotlights on topics relevant to schools, face-to-face events, webinars and support. All content has been informed by strong evidence in school mental health and wellbeing. The use of MindMatters’ comprehensive resources has mental health benefits for the entire school community – including students, families and school staff. Identified staff attended professional learning to begin implementation in 2017.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>Our ATSI students were provided with a mentor to ensure access to curriculum and learning. Students developed further understanding of their own culture and heritage and worked within the school community to raise awareness of their identity as members of the oldest living culture.</td>
<td>• ($3 653.05)</td>
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<tr>
<td>English language proficiency</td>
<td>In 2016 our EAL/D teacher worked on the new framework for EAL/D and provided support for the small cohort of students working on English Language Proficiency. Two secondary students were in the consolidating phase.</td>
<td>• ($14 464.61)</td>
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<tr>
<td>Low level adjustment for disability</td>
<td></td>
<td>Additional RAM is allocated to this area across the school to provide additional SLSO and intervention for students experiencing difficulties with learning.</td>
</tr>
<tr>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td>Initiative funding rollout for JCS commenced Semester 2 in 2016. Teachers were encouraged to reflect upon their own practice and broader professional practices within the school to provide opportunities for professional conversation moved beyond observed peers lessons. These observations and conversations deepened teachers understanding of curriculum, assessment and pedagogical decisions and how they could improve students learning experiences and their own individual practices. A number of collaborative practices have taken place and as a result adaptions and extensions will continue during 2017. Some of these elements included:—lesson study across a single grade. (A lesson is developed collaboratively, taught, observed, discussed, amended, adapted, assessed, retaught cycle)—joint planning and observation of peers lessons—joint development of units of work and some assessment tasks—working together to moderate grade/stage tasks and to assess and analyse student data. A number of mentoring and coaching practices have begun to take place which provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. Analysis of internal and external data from 2015 and again in 2016 has highlighted that we need to focus upon explicitly teaching comprehension strategies (Super Six) and problem solving via the working mathematically strand. Diagnostic Mathematics assessments have been trialled and implemented in Stage 3 and will follow on from the Sena 1 and 2 assessments. Small Focus groups of Years 2, 3 and 4 students benefited from support from additional staffing within the classroom to address gaps</td>
<td>• ($33 926.00)</td>
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</table>
Quality Teaching, Successful Students (QTSS)

highlighted via Sena assessments. This has not been as successful as we had envisaged, however highlighted that a greater hands on approach to teaching early arithmetical skills in stage 1 is essential to ensure solid building blocks are developed in foundation skills. Data analysis provided us with explicit groups of students to target during Second semester with a focus upon Fluency, Accuracy and Comprehension at Inferential and Applied levels for Second Semester when enrolments increased and we could innovatively utilise additional staffing. QTSS funding supplemented this initiative with 45 students Year 2–6 receiving small group(5 students) explicit instruction 4 days each week.

FUTURE DIRECTIONS

– Team planning days – programming, development of assessment tasks
– Peer observations and team teaching/observations/feedback
– Deeper understanding of pedagogical processes in particular comprehension and problem solving
– Teams involved in Euclid and Bump it Up initiatives where data gathering, analysis has already provided a starting point for explicit collaborative, curriculum design, implementation, critical friend and reflective teacher self assessment within all K–6 classrooms to ensure that all students and staff benefit from a sustained focus on improving the quality of teaching practices.
– Review and reflection of aspects of school scope and sequences where highlighted and if required

Socio–economic background

Jindabyne Central School is continually evaluating the impact of programs and initiatives on student learning outcomes. Our focus is on relentless improvement and provision of opportunities for our students to engage in learning that is connected to real world experiences. Our students are supported in their involvement in Aurora, the Virtual Selective High School and we are continually looking to broaden our curriculum to meet the ever changing needs of our students.

Support for beginning teachers

Beginning Teacher Support:

In 2016, there were four staff members (Hannah Frater. Rosheen Nikora / Fiona Borcherds / Rachael Brown) funded as Beginning Teachers receiving 1st–year support, and two staff members (Anna Campbell / Charmaine Sweeney) receiving 2nd–year support.

All beginning teachers have been provided with a range of support, including regular release from face–to–face teaching, reduced

• ($33 926.00)

• ($28 096.79)

• ($21 539.00)
<table>
<thead>
<tr>
<th>Support for beginning teachers</th>
<th>teaching loads, lesson observation and feedback, discussions on classroom management and student engagement strategies, and professional development activities, to support the development of appropriate and contextual teaching and learning practices. All teachers have engaged in collaborative lesson planning, and scope &amp; sequence design with their respective mentors and supervisor. There has been particular emphasis on the Australian Professional Standards for Teachers, with accreditation processes, coaching, mentoring and additional time provided to facilitate this.</th>
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<tr>
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<td>• ($21 539.00)</td>
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</table>
Jindabyne Central School continues to experience student growth in both the Primary and Secondary sectors of the school. During the seven year period from 2010–2016 there has been an average growth of 5.5% per annum.

### Student enrolment profile

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<th>Students</th>
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<td>Girls</td>
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<td>325</td>
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### Student attendance profile

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<td>All Years</td>
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<td>All Years</td>
<td>92.7</td>
<td>93</td>
<td>92.3</td>
<td>92.3</td>
</tr>
</tbody>
</table>

### Management of non-attendance

Classroom teachers and Executive in association with the Learning Support and Wellbeing Teams implement a range of strategies to address issues of attendance including phone calls and letters home, interviews with students, parents and Year Advisers and when required assistance of the Home School Liaison and Police School Liaison Officers.
Class sizes

<table>
<thead>
<tr>
<th>Class</th>
<th>Total</th>
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<tbody>
<tr>
<td>KN</td>
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<tr>
<td>KM</td>
<td>19</td>
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<td>1T</td>
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<td>1S</td>
<td>22</td>
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<td>2S</td>
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<tr>
<td>3 O</td>
<td>26</td>
</tr>
<tr>
<td>4D</td>
<td>31</td>
</tr>
<tr>
<td>4/5S</td>
<td>28</td>
</tr>
<tr>
<td>4M</td>
<td>27</td>
</tr>
<tr>
<td>5/6M</td>
<td>28</td>
</tr>
<tr>
<td>5 C</td>
<td>29</td>
</tr>
<tr>
<td>6 B</td>
<td>27</td>
</tr>
<tr>
<td>6K</td>
<td>27</td>
</tr>
</tbody>
</table>

Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10%</th>
<th>Year 11%</th>
<th>Year 12%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Employment</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>TAFE entry</td>
<td></td>
<td>8.3</td>
<td></td>
</tr>
<tr>
<td>University Entry</td>
<td></td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>22.2</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>30.86</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>9.7</td>
</tr>
<tr>
<td>Other Positions</td>
<td>6.8</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

In 2016 we were able to secure a new School Learning Support Officer who identifies as Aboriginal. This staff member has been integral to the progress of our local AECG parent group across the Monaro Education Group.

Teacher qualifications

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

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td></td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

There was an ongoing and significant focus on improving the quality of teaching at Jindabyne Central with the implementation of a range of reforms from the Department of Education. In addition, a number of staff secured further TPL grants for Leadership and Curriculum development. Our beginning teachers were given additional support in the form of coaching, mentoring and additional time to engage with the Australian Professional Standards for Teachers.

The Australian Teacher Performance and Development Framework has provided guidelines and processes for

Year 12 attaining HSC or equivalent

All 36 students who attended JCS in Year 12 in 2016 achieved the HSC.
new performance management and development guidelines and processes for performance and management. All staff participated in developing their individual Performance & Development Plans (PDP's), which identified their Professional Learning goals, in line with both DoE, School, and personal objectives.

A total of 92 professional learning activities held over 186 days, were organised for 51 attending staff members, in addition to the five K–12 Staff Development days. The PL budget was $74,500.00, with additional grants added to this budget.

Courses attended included:

- KLA & Curriculum – specific K–12 development courses

### Financial information (for schools fully deployed to SAP/SALM)

#### Financial summary

The information provided in the financial summary includes reporting from 1 January to 31 December 2016.

<table>
<thead>
<tr>
<th></th>
<th>2016 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td>516 010.79</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td>8 326 065.43</td>
</tr>
<tr>
<td>(2a) Appropriation</td>
<td>7 727 704.70</td>
</tr>
<tr>
<td>(2b) Sale of Goods and Services</td>
<td>107 344.28</td>
</tr>
<tr>
<td>(2c) Grants and Contributions</td>
<td>479 896.86</td>
</tr>
<tr>
<td>(2e) Gain and Loss</td>
<td>0.00</td>
</tr>
<tr>
<td>(2f) Other Revenue</td>
<td>0.00</td>
</tr>
<tr>
<td>(2d) Investment Income</td>
<td>11 119.59</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>-7 922 751.45</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-7 922 751.45</td>
</tr>
<tr>
<td>(3a) Employee Related</td>
<td>-6 991 914.22</td>
</tr>
<tr>
<td>(3b) Operating Expenses</td>
<td>-930 837.23</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0.00</td>
</tr>
<tr>
<td>(3c) Employee Related</td>
<td>0.00</td>
</tr>
<tr>
<td>(3d) Operating Expenses</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>SURPLUS / DEFICIT FOR THE YEAR</strong></td>
<td>403 313.98</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>919 324.77</td>
</tr>
</tbody>
</table>
Leave reimbursement to the school has generated a significant balance carried forward. This balance was inclusive of funds held on behalf of other parties and was also inclusive of funds targeted for grounds improvement and equipment for the gymnasium extension including the provision of staging, seating, sound and lighting equipment.

**Financial summary equity funding**

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

<table>
<thead>
<tr>
<th></th>
<th>2016 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td></td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>43 364.09</td>
</tr>
<tr>
<td>Base Location</td>
<td>153 497.77</td>
</tr>
<tr>
<td>Other Base</td>
<td>6 410 769.65</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td>179 940.26</td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>3 653.05</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>28 096.79</td>
</tr>
<tr>
<td>Equity Language</td>
<td>14 464.61</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>133 725.81</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td>317 730.80</td>
</tr>
<tr>
<td>Other Total</td>
<td>460 350.57</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>7 565 653.14</td>
</tr>
</tbody>
</table>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

**School performance**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

There is strong evidence to support the need for targeted intervention in reading and comprehension to inform writing. As a school there is a decrease in student achievement as students progress through primary to secondary. There is some evidence to suggest that the needs of our higher performing students must be more rigorously targeted. Furthermore there is a need for learners to master the core skills in reading, writing and numeracy prior to developing mastery in higher-order learning. Greater emphasis is to be placed on 'phonics' as an approach to teaching reading for our students in the early years.

The percentage of students achieving greater than or equal to expected growth in Reading is as follows—Year 5—63.5%, Year 7—38.9% and Year 9—52.3%

The percentage of students achieving greater than or equal to expected growth in Spelling is as follows—Year 5—51.9%, Year 7—38.9% and Year 9—61.4%

The percentage of students achieving greater than or equal to expected growth in Grammar and Punctuation is as follows—Year 5—67.3%, Year 7—57.4% and Year 9—52.3%
Within aspects of numeracy are the percentages of students achieving greater than or equal to expected growth—Year 5—47.1%, Year 7—67.3% and Year 9—46.5%.
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link http://www.myschool.edu.au and insert the school name in the Find a school and select GO to access the school data.

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<Use this text box to comment on mandatory reporting>

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requirements in accordance with the Premier’s Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Delete text not required.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

![Graph showing Band results across subjects]

Due to the size of the Year 12 cohort our performance is not reported to ensure anonymity however there are a number of notable highlights including the Band Results across a range of subjects:

- Band 6 Results – Society and Culture, Drama and PDHPE
- Band 5 Results – English Standard, English Advanced, Mathematics General 2, Biology, Business Studies, Food Technology, Industrial Technology Timber, Drama, Music, Visual Arts and PDHPE.

Parent/caregiver, student, teacher satisfaction

- **Social Engagement** – Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.
- 77% of students had a high rate of participation in sport (particularly years 5 & 6) and 71% had a high rate of participation in extracurricular activities (particularly years 4 and 5).
- 73% of students had a high sense of belonging.
- **Institutional Engagement** – Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long–term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework.
- 85% of students had positive relationships.
- 95% of students valued school outcomes.
- 62% of students had positive homework behaviours.
- 88% of students had positive behaviour at school.
- **Intellectual Engagement** – Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning using higher–order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher’s approach to instruction and student motivation.
- 72% of students were interested and motivated.
- 90% of students tried hard to succeed.
- 43% of students had scores that placed them with high skills and high challenge.
- 26% of students were confident of their skills but did not find classes challenging.
- 26% of students were confident of their skills and did not feel they were challenged.

Drivers of Student Outcomes

- Students rated effective classroom learning time 7.8 out of 10.
- Students rated relevance 7.7 out of 10.
- Students rated rigour 7.7 out of 10.
- 42% of students were victim of moderate to severe bullying in the previous month.
- Students rated advocacy at 7.4 out of 10.
- Students rated positive teacher-student relations 8.1 out of 10.
- Students rated disciplinary climate in the classroom 7 out of 10.
- Students rated teachers’ expectations of academic success 8.5 out of 10.
- 46% of students strongly agree that they will go to university.

Report

A total of 167 Primary students out of a possible 196, completed the online Tell Them From Me Survey in Term 1, 2016.

The Strengths ...

- 77% rate of participation in Sport, especially years 5 and 6.
- 77% participation rate in Extra–
and achieving their goals aligned to living and learning. The goal-setting program helps students to build their knowledge through aspiring to and confidence. The goal-setting program helps students build their knowledge through aspiring to and confidence. The goal-setting program helps students build their knowledge through aspiring to and confidence. The goal-setting program helps students build their knowledge through aspiring to and confidence.

The opportunities for growth as I see them....

- 72% of students were interested and motivated
- 62% of students had positive homework behaviours
- 43% of students had scores that placed them with high skills and challenge
- 26% of students were confident of their skills but did not find classes challenging
- 26% of students were confident of their skills but did not feel they were challenged
- 46% of students were victims of moderate to severe bullying in the previous month
- 46% of students strongly agree that they will go to university

Recommendations

All teachers need to be advocates for students, provide encouragement, identify students who disengage and monitor their progress.

Those students who disengage require reading and maths intervention, short and long term plans for behaviour and skills in friendship and conflict resolution.

Students who suffer anxiety require an anti-bullying program and staff to build effective family school partnerships.

To increase the intellectual engagement of students requires change in classroom practice.

Policy requirements

Aboriginal education

Jindabyne Central School as part of the Monaro Education Group is developing a partnership with the local Aboriginal Educational Consultative Group with focused teaching and learning to enhance Aboriginal Cultural Awareness and improved outcomes for students. Jindabyne Central School is engaged in the MGoals program which supports Aboriginal Culture and Education by providing local Aboriginal communities and schools with an online project that assists students to create their goals for living and learning. MGoals has two aspects: The first is a website building project. The project encourages schools to collaborate with their local Aboriginal community in building a local community website resource. The website is used to share and celebrate local history, cultural information and programs that are being run in support of Aboriginal Education; the second aspect is an online goal-setting program, where students interact with teachers, parents and mentors to set goals for living and learning. Local community websites provide students with an opportunity to discover more about their own heritage and identity, building self-esteem and confidence. The goal-setting program helps students to build their knowledge through aspiring to and achieving their goals aligned to living and learning.

The MGoals program fosters partnership, builds connections and promotes the brilliant work being done by community and schools in support of Aboriginal culture and Education.

“As Australians we are all here woven into this country at this moment in time and as Australians we are asking ourselves who we are and what we want to be. The next chapter in our nation’s story needs a deeper understanding of the truth of our past. Many of these truths are hard to tell but others are stories of triumph and innovation waiting to be told. If we believe in fairness and justice for everyone and know our diversity makes us richer we must come together to make a nation we can all be proud of. Reconciliation is at the heart of our nation’s future so make it part of your future too.” Jindabyne Central School marked National Reconciliation Week which celebrates and build on the respectful relationships shared by Australian and Torres Strait Islander people and other Australians. It is time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation journey. “Our History, Our Story, Our Future”. Our History reminds us all that historical acceptance is essential to our reconciliation journey. Historical acceptance will exist when all Australians understand and accept the fact that past laws, practices and policies deeply affected the lives of Aboriginal and Torres Strait Islander peoples, often having devastating and immediate impacts and causing much of the disadvantage that exists today. It is also a commitment to ensuring these wrongs are never repeated in history. Our Story reflects the fact that the journey towards reconciliation forms a significant part of Australia’s story, as do the stories of both trauma and triumph told by Aboriginal and Torres Strait Islander peoples. It also encourages each and every one of us to make reconciliation part of our story. Our Future reinforces that reconciliation must live in the hearts, minds and actions of all Australians as we move forward, in the knowledge that we believe in fairness for everyone, that our diversity makes us richer, and that together, we are stronger. Each member of JCS was asked to reflect on our own relationships with family and friends and consider what are the ingredients for a good relationship? What makes you feel pride in yourself and those around you? What do you do to build trust in a personal relationship? Reconciliation usually means working to ensure everyone understands and values that we can learn, eat, speak and be in many different ways. A large part of learning about, and working towards reconciliation is learning about and respecting Australia’s First Peoples, Aboriginal and Torres Strait Islander peoples. Students and staff worked on writing individual acknowledgement of country wording to use throughout the year in classrooms and school events.

Multicultural and anti-racism education

Jindabyne Central School has provided differentiated curriculum and targeted strategies to those students from culturally and linguistically diverse backgrounds who require specific support. Our Learning and Support teacher has provided targeted English language support to maximise the learning opportunities for
individuals and particular student groups. As part of Multicultural Education at Jindabyne Central School, Harmony Day celebrates the cultural diversity that exists in Australia. Our aim to increase students understanding about inclusiveness, respect and a sense of belonging for everyone. Jindabyne Central School students embrace cultural diversity and recognise that everyone belongs. During 2016 a staff member was trained to act as the Anti-Racism Contact Officer.

The Asia and Australia's engagement with Asia priority provided the opportunity for students to celebrate the social, cultural, political and economic links that connect Australia with Asia. During Term 1 teachers from the English department and Year Six volunteered to connect with a Korean school via video link. Students were involved in discussion and exchange of cultural ideas and values. Jindabyne Central School has committed to this program, organised through Dy Myoung-sook Auh, Senior Lecturer School of Education at University of New England. The process involved an initial video link up for the teacher to meet and book in class meeting dates. This in itself was quite complex, having to balance school holidays, exam periods and timetabling between the Korean school and Jindabyne central School. In Term 2 the classes met approximately 2 times per term for the remainder of the year. We thank teachers Hannah Moloney, Sharn Stewart, Julie Lamond, Julia Cane and Ethna Brave, who are all played an important role in this process along with Ms Shvetsoff for her initial implementation and organisation.

Harmony Day 2016– Promoting acceptance of cultural diversity On Tuesday 22 March Jindabyne Central School combined the National Day of Action Against Bullying with Harmony Day, which featured an antibullying theme. Harmony Day was celebrated with an International food sampling lunchtime feast! Student years 5 – 12 represented a country and setup and served at stalls serving food from their representative country. During this term students have gained an increased knowledge of their country and on Harmony Day also celebrated our harmonious community, with activities raising awareness of multiculturalism. The Student Representative Council selected activities and charities to support such as Snowy Hydro South Care.

**Debating**

During 2016 a small group of self selected students in years 4, 5 and 6 continued to meet at lunch time once a week to practice and improve their debating, speaking and leadership skills. Jindabyne Central School entered a team of 4 year 5/6 students into the Premier Debating Competition achieving great success. With a huge amount of skill and determination they won zone, progressing on to the regional semi finals. They were placed as one of the top four teams in the Illawarra South East region. A great achievement from our students, with plans to continue our debating program and attend training days and further competitions in 2017.

**Stage 4 and 5 Debating 2016**

JCS entered a Stage 4 and a Stage 5 debating team in the Premier’s Debating Challenge in 2016. Our Stage 4 Debating Team enjoyed significant success by winning the Zone Final and also achieving some wins at regional level. Our Stage 5 Debating Team was narrowly defeated in the zone competition, however, their debates were impressive and displayed excellent development in debating manner and method.

In Term 2 both teams travelled to Wollongong for coaching provided by the Wollongong University Debating Society. This opportunity was complemented in Term 4, with a full day school based debating workshop for Stage 3, 4 and 5 students. The workshop was well attended and JCS students greatly benefited from the expertise of an accomplished adjudicator and coach. Tuition was also provided to JCS staff to build their coaching capacity.

Debating knowledge and experience has grown in the Secondary School over 2016 and students are enthusiastic about competing in further Debating opportunities in 2017.

**ANZAC DAY – 2016**

Teachers and students formed a strong contingent at Banjo Paterson Park to represent Jindabyne Central School on Monday April 25 for ANZAC Day, including the Dawn Service, the street march and the Main Service. Students contributed to the Dawn Service, with Mikayla Levis reading a poem and Olivia Tiele delivering a heartfelt speech. The speech raised many emotions among the servicemen. Olivia was commended on her speech, that was appreciated by all, with reports that a copy of the speech would be taken back to the Governor-General. Many Jindabyne Central School students were involved as part of the Snowy River region’s Australian Navy Cadet Unit, TS ORION. Cadet Able Seaman Rhianna Burke acted as Flag Orderly at both the Jindabyne Dawn and Main services and a catafalque party was led by Cadet Petty Officer Caroline Greene and Cadet Leading Seaman Ethan Inches.

Members of the Snowy River RSL Sub-Branch attended the outdoor ANZAC ceremony, held at Jindabyne Central School on the following day. Mr Ian “Ruffy” Graham, Mr Jim Crocker and Mr Phil McKay were in attendance. Mr McKay delivered a rousing address to all students K–12. Year 12 students led the memorial ceremony, delivering poems, readings and speech. Selected students from Year 9 and Kindergarten were responsible for laying the wreaths and the Navy Cadets were admirably led by Georgie Nikora.

**Snowskills**

Preliminary PDHPE students attended a Snow skills Day as part of their Outdoor Education Unit in Term 3. The class snow shoed out from Perisher Resort on a...
beautiful sunny day towards Porcupine Rocks. It was the first time the majority of the students had ever attempted snowshoeing and after a few basic lessons, the class quickly got the hang of it. After a rest stop at Porcupine Rocks, the group then headed for a large snowdrift where the students were briefed on building emergency snow shelters and snow caves. The time was then spent building a few different caves with some interesting designs. It was another successful excursion into our local National Park and the students would like to thank ALI for supplying the equipment and running the day for them.

**Snowsports Program**

The JCS snowsports program continues to grow from strength to strength.

In 2016, Primary students could choose from Thredbo and Perisher to attend the annual snowsports program. K–2 students attended a three–day program, whilst the Years 3 and 4 students participated in a five–day consecutive program. The Years 5–10 program continued with the 8–day program held on Fridays in Term 3. The programs involve explicit teaching from the qualified instructors in a variety of disciplines.

The number of students that were involved with the JCS Programs in 2016 were:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Thredbo</th>
<th>Perisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–2</td>
<td>76</td>
<td>90</td>
</tr>
<tr>
<td>Yrs 3–4</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>Yrs 5–10</td>
<td>63</td>
<td>190</td>
</tr>
</tbody>
</table>

**Interschool Competitions**

JCS had a fantastic start to the year with the school being awarded the Ski and Snowboard Australia School of the Year Award. The first time a Public School has won this prestigious award.

In 2016, 114 students represented JCS at the ACT/Southern NSW Interschools Championships at Perisher, NSW, making up 89 teams. JCS collected 80 medals at the Regional Championships (35 individual and 45 teams).

From here, 95 students from primary and secondary qualified for the NSW State Interschools Championships at Thredbo, NSW, where JCS competitors were awarded 72 medals (37 individuals and 35 teams).

At the NSW State Interschools Championships, JCS was crowned:

- Primary Co–ed Overall Champion
- Runner up Secondary Co–ed Overall Champion

Many JCS students participate at the elite and sub elite level and are supported by JCS to ensure they can maintain their educational commitments while allowing them to pursue their sporting goals. This support from JCS has resulted in national and international success for students. In 2016, examples include; Year 11 student Cameron Waddell qualified and represented Australia as part of the Australian Youth Olympic Team at Lillehammer. Year Eight student Abi Harrigan won the Australian Junior Freeride Championships in Slopestyle and Halfpipe as well as the New Zealand Championships and Year 6 student, Zana Evans won the Australian Short Distance X–Country Skating.

**2016 Winter STEM Program**

In 2016, Jindabyne Central School offered a STEM program to students in Year 7 and 8, as part of the “At School Program” during Term 3. The program ran over the duration of the Term on every second Friday, with students working collaboratively to complete a series of complex STEM challenges. The STEM program was specifically designed to introduce JCS students and staff to the concept of STEM, with the aim of further extending and developing this program in future years. STEM education is now a national priority in Australian Education and the skills STEM education develops are vital to the future employability of our children. In the future, our students will need to have STEM skills to help them navigate the technological age in which they live.

As STEM is so important to the future of our students, the Science/TAS Faculty developed a program to help encourage our students to understand and embrace STEM skills, and consider future possible careers in STEM fields, such as civil engineering, mechanical engineering and biomedical design. As part of the
program, students worked on four individual projects.

**Project 1: The Bridge Build**

Students were introduced to the concept of Civil Engineering, specifically in the field of Bridge Building. Students explored different bridge designs (such as a K–Truss and Warren) and evaluated the success of each. Using this information, students instructed to build a bridge from glue and paddle pop sticks that could hold the most weight possible. To increase the complexity of this task, students were given construction limitations, including span distance, height, number of paddle pop sticks etc. Students were highly engaged and created several fantastic designs, with the winning team building a bridge that could hold 32kg of weight before the structure lost integrity.

**Project 2: Prosthetic Limb**

In this project, students were introduced to the field of Biomedical Engineering and the concepts of biomedical devices, specifically prosthetic limbs. Students explored some of the different historical designs of prosthetic limbs and came up with a list of criteria required when making a prosthetic limb. Students were then given the challenge of designing and constructing a prosthetic limb for the lower leg, using any of the materials provided. Once the leg was constructed, student took their prototypes out to the oval to test their effectiveness.

**Project 3: Catapult!**

Students were given a mystery bag, filled with various items and redeemed “tokens” for extra equipment such as paddle pop sticks and string, and some instructions that required students to build a ping–pong ball launcher (catapult). Students could use the items in the bag and redeem tokens to build their prototype. Once their prototype was completed, students tested their design for accuracy, distance and average speed over a given distance, with points awarded for each component.

**Project 4: The EggDrop**

In the last project of the program, students were again given a mystery bag containing various items and redeemable tokens. To complete this challenge, students were given 30 mins to design and build a device to safely launch an egg off the Year 6 balcony, without cracking the egg. Students thrive with this fast–paced challenged, and almost every group developed a device that allows their egg to fall safely to the ground.

Student evaluations of the STEM program indicated that students found the program highly enjoyable and interesting, with 92% of participating students indicating that they were engaged for the entire duration of the program and 89% of students identifying that they would like to participate in more STEM challenges in the future. 75% of students also indicated that whilst they were challenged somewhat in the STEM program, they would like more complex challenges in future programs at JCS. With this data in mind, the further implementing STEM in 2017.

**Homework Academy**

The Homework Academy is an afterschool study facility that operates two afternoons per week to foster positive homework/study practices amongst students in the Secondary School.

The initiative was supported by a range of staff members across a variety of KLAS in 2016, including Maths, English and Science. This ensured that quality expertise could be offered to all students on a reliably regular basis.

The Homework Academy builds and strengthens positive homework habits amongst the student population. It is a powerful strategy to foster the improvement of student learning outcomes across the diverse range of students at Jindabyne Central School. It is frequented by a wide range of students, in all year groups and is welcomed by the student cohort as a ready and viable means for them to access quality extension of their learning. Parents are appreciative of the addition of this purposeful facility to the learning framework of the school.

**Wellbeing**

Implementation of the Positive Behaviour for Learning framework continued to be a significant focus for 2016. A Student Recognition System was developed with significant input from staff, students and the community, ready for implementation in the secondary area in 2017. The Year 12 parting gift to the school included a significant contribution to assist the implementation of the Student Recognition System in 2017. Primary are still in development to ensure the system is suitable for the age group and manageable for Primary staff.

PBL lessons were developed by a team of teachers and all classroom teachers delivered these lessons from K–12. The lessons were focused on the expected behaviours regarding Respect, Responsibility and Personal Best.

As part of the PBL framework, the PBL team developed Behaviour Expectation Cards for both the primary and secondary students. These cards are used with students that require the individual to focus on an identified positive behaviour that is not currently being demonstrated. Staff were also introduced to a Behaviour Sequence Chart which reinforced which behaviours were to be managed at a classroom teacher, executive and senior executive level. There has been a significant shift in the role of the classroom teacher managing behaviours and greater involvement with both the parents and students.

The Wellbeing team analysed and began implementation of Mind Matters (7–12) and Kids Matter (K–6) in 2016. MindMatters/KidsMatter is a mental health initiative for secondary schools that aims to improve the mental health and wellbeing of young people. It is a ‘framework’, in that it provides structure, guidance and support while enabling schools to build their own mental health strategy to suit their unique
circumstances. MindMatters/KidsMatter provides school staff with blended professional learning that includes online resources, Spotlights on topics relevant to schools, face–to–face events, webinars and support. All content has been informed by strong evidence in school mental health and wellbeing. The use of MindMatters' comprehensive resources has mental health benefits for the entire school community – including students, families and school staff. Identified staff attended professional learning to begin implementation in 2017.

New to 2016 was the school’s involvement in the National Day of Action Against Bullying and Violence. This day was celebrated on the same day as Harmony Day. Students were able to purchase Anti–Bullying wristbands to raise money for the purchase of 2 ‘buddy benches’. Students also created anti–bullying bunting, participated in drama performances regarding the impacts of bullying and created graphic posters with regards to the impacts of bullying. A large painting was created by Visual Design teacher, Ben Eyles, with an anti–bullying message which is to be hung in the new Gym.

Career Corner
Jindabyne Central School’s Career Department had a busy 2016. Here are a few highlights.

University Of Wollongong Discovery Day Program
Year 12 travelled to Wollongong University on Feb 8 for an opportunity to experience a day in the life of a uni student! The program provides them with an insight into student life, including enrolment, subject selection and attending seminars and lectures. It also gave them an opportunity to see firsthand what life is like living on campus. Students attended seminars and lectures and got a taste of life as a university student. The students have turned with positive attitudes and are focused on their future.

Women’s Leadership Conference – Sarah Lambert
Sarah Lambert– Year 11 was selected to attend a Women’s Leadership Conference in Sydney designed to empower young women interested in pursuing careers in the business industry. 2000 young students applied for this conference and only 49 were selected. Sarah was an exemplary representative for Jindabyne Central School and we are very proud of her.

Student Caz Greene was selected to attend a 4 day Navy Defence Force Officer Work Experience placement to be held at HMAS Creswell Jervis Bay. The program offers young women aged 15–18 years the opportunity to experience life as an Officer in the Royal Australian Navy developing leadership skills through adventure and team work activities.

This program is highly sought after and only 24 women are selected for this opportunity. There were over 100 applications for this program. Caz is passionate about the Navy and is currently in the cadets and her ranking is Petty Officer leading her unit. Well Done Caz!

The UNSW Australian School of Civil & Environment Engineering – Work Experience program
Gemma McDonald has been selected to attend The UNSW AUSTRALIA School of Civil & Environmental Engineering (CVEN) in conjunction with its Industry Advisory Committee work experience program to promote engineering career options to high school students.

The program will be run during Week 9 of Term 2: from Monday 20th June to Friday 24 June 2016.

The program will allow students to experience engineering projects firsthand across six areas of the civil and environmental engineering field, namely:

• Coastal and Port Infrastructure
• Structures and Design
• Construction and Project Management
• Water, Wastewater and Environment
• Road, Transport and Geotechnical Engineering
• Surveying and Geospatial Engineering

The application process was very competitive and only 60 students were selected across NSW & ACT.

University of Sydney to Jindabyne Central Year 12 students via Virtual Webinar presentation.

University of Sydney visited year 12 students via a Virtual real life presentation over the internet. Due to the distance of Jindabyne from Sydney that didn’t stop us providing opportunities to Year 12 students to hear and experience a presentation by current Sydney Uni student Nick who is studying a Double Degree of Commerce and Arts.

The 24 students who attended the presentation heard Nick speak about UNI Courses and their faculties, UNI life, alternative entry programs, scholarships and international opportunities. It was also a chance to ask questions then and there and receive answers spontaneously.

A great experience for JCS students as most Year 12 students will travel away to attend Universities in Sydney, Canberra or Melbourne.

White Card and Asbestos Awareness course held at JCS
Jindabyne Central School organised two courses on Thursday June 2 and Friday June 3, the General Construction WHS White Card Induction and Asbestos Awareness course for students in Yr 9, 10, 11 and 12.

On completion of these courses participants received a White Card qualification that entitles them to enter or be employed on ‘building sites’ and the Asbestos Awareness course qualification.
The white card is essential if working in the building industry in NSW and the combined white card &asbestos are essential for the ACT building industry. Holding both these qualifications will put the student in a good position for employment. Students who wish to take part in work experience on a building site must have completed at least the White Card course. It’s also a course requirement for our entertainment students in Yr 11 & 12 to complete the White Card course. Over 40 JCS students completed both courses.

What the students said – Rachel and Bronwyn
I now know how to be aware of my safety and others in the workplace and that the course has given me more skills and greater knowledge and made me a more valuable employee.

Year 12 JCS Students Have Success with University Early Entry Schemes

A number of year 12 Jindabyne Central School students applied for a University Early Entry Admission. It gives me great pleasure to announce that 12 students were successful to receive an early entry offer.

Congratulations to: Rebecca Greene, Lachlan Wallis, Heely Holliday, Connor Fricke, Harley Green, Bronwyn Brandon, Phoebe Treble, Mikayla Lewis, Helena Waters, Curtis Gibbs, Phebe Hansen, Olivia Tiele, Tamika Dykstra

For an early entry position each student had to complete an extensive online application, attend an interview either face to face at the university or over the phone. Feedback was our JCS students conducted themselves in a professional manner and gave interesting and inspiring answers at their interviews. To keep their Early Entry position all students had to complete their HSC and receive a satisfactory ATAR mark.

Perisher Ski Resort provides Valuable Skills in Digital Marketing to Year 10 Students in a Work Experience Program

Jindabyne Central School year 10 students, Angus Warner, Dayna Green and Kayla Gay, completed Perisher’s Work Experience program–2016 winter season, after successfully applying for the placements through the Year 10 Photography and Digital Media class.

“We are very proud of Angus, Dayna and Kayla for completing the 10 week work experience program with Perisher, and are extremely excited to share their completed project with other students and the community. The experience has provided the students an insight into the industry of media and digital marketing, and has assisted with their decision making process leading into their senior years at Jindabyne Central School. We very much look forward to continuing this program next season with Perisher’s Sales and Marketing team.”

With guidance and mentoring from Perisher’s Sales and Marketing team, all three students have gained more experience with videography, writing and project management, and used these skills to create a video about following your dreams, something that will be used by Jindabyne Central School and Perisher.

“This was a really great opportunity for these three students to see first-hand what is involved with media production and the Sales & Marketing team.” says Bree Ferguson, Perisher’s Digital Marketing & Communications Manager.

“It’s great that we can provide opportunities for the students in the community and allow them to gain a wide range of experience before finishing school” she says.

Year 11 Students attend Elevate Leadership Forum at University of Wollongong

Four JCS students were given the opportunity to participate in a 3 Day Leadership Forum at Uni of Wollongong. The students had to travel to Wollongong to attend leadership workshops, hear keynote speakers on 3 occasions throughout the year. The theme for the days: ‘Inspiring Action’, ‘Being Socially Responsible’ and ‘Creating Change’.

The students were: Georgie Bright, Sarah Lambert, Georgie Nikora and India Old. There were over 60 high schools represented.

It gave our students an opportunity to network with other student leaders, a chance to be inspired, challenged and to be pushed to reach their full potential as future leader.

Year 10 – Out and About on Work Experience

Starting Monday November year 10 students were out in the community on a week’s work experience.

Work experience can provide many benefits to our students. It’s an important part of becoming ‘work ready’ by providing new skills and experiences that cannot be taught in the classroom. It may give the student an opportunity to gain a part-time or casual job. It may confirm an interest in a career or may assist the student to decide that this career/job is not for them.

I would like to thank the employers who gave their time and support to our year 10 students who were involved in the work experience program, by providing them with an opportunity to experience working life.

They are: Snowy Vets, snowly River Travel, Gidgillys, Ross Walters, Musomagic, Jindabyne Central School, Lee Syminton Architects, Pradella Property Ventures, Perisher, Forest Park Riding & Equitation, Jindabyne Sport and Recreation, Snowy Mountains Care & Early Learning Centre, Birdnest, Active International, Fostel, R & GMcRitchie, Lindsey Laidely, Snowy Country Automotive, Snowy Hydro, Cooma PetShop, Ally Fashion, ABF Building, National Parks and Wildlife Services, Cooma Rural Store, Coordinate, Thredbo Kosciuszko, Monaro Vet Clinic, Snowy River Painting.

YEAR 10’S Alternate Program
Year 10 students were involved in an alternative program in week 9, Term 4.

The week consisted of:

A day out at Jindabyne Sport and Recreation

*Guest Speakers – A big thank you to –* Michael Henley – Henley Real Estate, Dean Linton – Dean Linton Constructions, Andy Bicanic – Vanity Hair, Jackie Eyles – Health Issues – Jindabyne Medical Centre, Clare Sassall – Mynk Hair and Beauty, Steve Cooper – Jindabyne Central School

Financial Tips – with Nardeen Hayden

Essay Writing Tips – Sharn Stewart

All My Own Work – A required session for yr 11. – Julie Lamond

Cooking with Mrs Hughes & Mrs Lew

Sew a button / Iron a shirt / Tie a Tie – Leonie Paton

Mindfulness – Julie Lamond

Handshakes / Interviews / Career advice – Rayna Green

Differences between Yr 10 and Yr 11 – Keaton Sadgrove & Georgie Nikora

Team Building Activities – Ben Eyles & Rayna Green

It has been a fantastic week. Thank you to all of the presenters who have donated their time to this valuable program.

**Aurora College**

In 2016 Jindabyne Central School continued to partner with Aurora College to offer students the opportunity to study in a selective stream for English, Mathematics and Science in junior years and an expanded curriculum in senior years while remaining at JCS for all other subjects.

JCS had 6 shared enrolments with Aurora College across Years 7, 8 and 12.

Students studied through a virtual learning environment using computer technology as well as attending residential camps in Sydney and Canberra to connect with their peers and teachers personally.

**Grandparents Day**

On Friday 21st October over 200 Grandparent sand Grandfriends visited Jindabyne Central School participate in Grandparents Day. At 11.30 am visitors were welcomed by the Year 6 leadership team and guided to light refreshments before watching a K– 6 assembly held on the Basketball Court at 12.00 pm. After the assembly our special visitors went into classrooms, participating in a variety of activities and sharing learning experiences with students. This event has grown in number each year with many grandparents from out of state arranging travel around the dates of the event. This event builds relationships with families, further developing our strong community partnership and serves as a showcase to share student learning and activities occurring within the school.

**English Program Express Off K – 6 Public Speaking Competition**

The Express Off focuses on the components of pause, stress, phrasing, intonation and rate to improve public speaking skills. All students participated in this competition from K – Year 6 as part of English programs where the components are explicitly taught as part of Speaking and Listening. All year level winners performed at a special assembly held at the end of term where the wider community are able to attend. This competition complements other school programs such as Rostrum and Debating and since its inception reading expression and public speaking skills have shown steady improvement.

**Premier’s Reading Challenge**

In 2016, 249 students completed the Premier’s Reading Challenge with over 30 Gold and Platinum Awards. Overall, participation in this reading event has shown a slight decline this year although the number of Gold Awards has shown an increase. All students received recognition of their achievement with Gold and Platinum Awards given out at the Awards Day Ceremony at the end of Term 4. Future directions are to improve the number of students completing the challenge, particularly in the Years 3 – 9.

**Technology Infrastructure**

The school has continued to expand the number of computers available to staff and students. In Term 4, the Secondary computer lab was completely replaced with advanced model desktops and expanded to accommodate growing classes, many computers throughout secondary were also replaced at this time. A third dedicated mini lab was created adjacent to the Wood Technology room with specialist software to cater to the students in design classes. In the primary sector, eight classrooms had their desktop computers refreshed. In addition there has been extra interactive technology purchased for the school to continue to expand the resources available to staff and students in line with the strategic directions and computer management plan.

**Robotics**

Opportunities have been provided to students at Jindabyne Central School to learn to develop programs and algorithms with the introduction of robotics and coding during RFF and TAS programs. As part of the Director’s initiative for the region, teachers from the school received professional development using the Lego Mindstorms EV3 robots. Throughout the year, opportunities were also available to our primary and secondary students to participate in Robotic workshops, travelling to Cooma and Queanbeyan. As a
culmination event a Robocup style competition was held and 4 teams represented the school in the areas of Dance and Rescue. The teams successfully took out first and second place in the dance competition and performed well in the rescue elements.

**Equestrian**

The equestrian offerings at Jindabyne Central School have continued to grow, with our largest ever K –12 team competing at the Snowy Mountains Equestrian Interschools’ Competition in May. Whilst there were many individual highlights across all disciplines from the Three Day Event to the sporting and fancy dress events in sometimes trying weather conditions, the school had two overall age champions and it was the first time that another school has been named the Overall High Point winner. During 2016, many students continued to travel further afield to represent Jindabyne Central School at competitions in Berry, Coonabarabran and even making the 1500km round trip to Tamworth, demonstrating their commitment to the sport and to representing the school. Students at the school have also been provided the opportunity to receive approved leave to seek instruction with industry professionals continuing their development in the sport.

**Mathematics**

During 2016, the Mathematics faculty was focused on developing quality units of learning, that are differentiated to meet the needs of all students within the classroom. There was a significant shift from the traditional teaching from a textbook to a move to integrate engaging classroom activities that were differentiated to all ability levels.

Jindabyne Central School initiated the commencement of network meetings for Mathematics Head Teachers from Monaro, Bombala, Queanbeyan and South Coast schools. This opportunity provided significant learning of the development of quality units of learning and an avenue to share resources with other schools in the region via the digital framework, Google Docs.

Significant data analysis of SMART and RAP data occurred during the year to identify students whose growth was less than the National Mean Standard. These students were identified on each teacher’s program and specific strategies discussed and implemented. A program solving mat was developed to explicitly teach students different strategies when solving problems, identify literacy demands in Mathematics and reflect on the strategies and solutions reached. Also developed was an Individual Numeracy Plan that can be used with individual students from the commencement of 2017.

Literacy in Mathematics was a major component of professional learning. Emphasis was placed on the meaning of verbs used in Mathematics and specific terminology to the unit of work. This will continue to be developed and addressed during 2017.

**Self Select Mathematics 2016**

In Term 1 Self Select English students were introduced to the concept of How2Learn through a two–week unit of learning that exposed them to the concepts of the learning strategy through a series of group and individual activities. The remainder of the term was focused on an introduction to poetry and myths and legends. Students created engaging and sophisticated rap lyrics for their group cross–curricular English and Music assessment task consisting of a group chorus highlighting the group’s interests and two independent verses that cleverly captured student’s individuality. For the myths and legends component, students created their own myth or legend, the result of which was a range of original and creative responses which contained effective moral messages or lessons learnt.

In Term 2 Self Select English students studied two fantasy texts, *The Hunger Games* and *A Monster Calls* with a focus on the characteristics of the genre as well as the themes and issues evident in the individual texts. The unit extended student knowledge and learning through encouraging them to critically consider the genre and analytically evaluate the characteristics of both texts through a range of group activities and written tasks.

In Term 3 students in the Self Select English class developed an understanding for appropriation of Shakespeare’s works into contemporary texts by comparing *Twelfth Night* to the Romantic Comedy, *She’s the Man*. After looking at these texts student undertook their own appropriation of the story in a modern cultural context in multimodal form. Students chose to make their own short films using many different forms – some chose stop motion animation, others chose to adapt this with action figure and barbie figurines, and some chose to act in the form of a parody of current affairs programs and mock YouTube channels. The results were amazingly creative and displayed deep knowledge of the text and its themes and ideas.

Students also carried out a project based learning cross–curricular tasks in English and Science where students designed and created a marble mini golf course in Science and an accompanying marketing campaign in English. Some students found the concept of a marketing campaign challenging, however, the end result was a range of visually appealing, creative and informative creations.

In Terms 4 students undertook a study of the unit “Teen Films Then and Now”. They engaged critically with the genre to discuss and analyse how teen films from the 1950’s have influenced films of today, key elements of the genre and how teen films have evolved over time. Students wrote an analytical essay of a classic teen film viewed in class and each found their own related material to compare this film to, a task not usually undertaken until Year 10.

**Self Select Mathematics 2016**

The Mathematics Self Select program has been carefully developed over a two year cycle to ensure that all curriculum needs are met yet compacted to allow for extension work in multiple strands of the Mathematics syllabus. Thus providing a focus on depth rather than...
A field trip to the Kosciusko National Park gave a marbleous(!) round of golf. Forces and Kindy and Year 1 students definitely had included some inventive designs demonstrating a range of sizes. The 9 hole golf course, aptly named 'Putt ParTee' complement the Frisbee Golf Course at the Claypits. Students worked on completing across curricular tasks with English that resulted in the creation of a marble size scale model of a mini golf course designed to be 21st Century learners through developing their critical thinking, becoming independent learners, learning to use technology effectively, and communicating and collaborating.

Self Select Science 2016

The Self Select Science class of 2016 were challenged with a range of Big Questions posed. The question “What is the Scientific Method?” allowed students to conduct a short term experimental assessment based on a personal interest. Experiments such as week without chocolate, technology or no bedtime, or animal sleep patterns and moon cycles were diverse and had interesting personal and real world implications.

Students were asked “Is it a Push, Pull or Force?”. Students worked on completing across curricular task with English that resulted in the creation of a marble size scale model of a mini golf course designed to complement the Frisbee Golf Course at the Claypits. The 9 hole golf course, aptly named ‘Putt ParTee’ included some inventive designs demonstrating a range of forces and Kindy and Year 1 students definitely had a marbleous(!) round of golf.

A field trip to the Kosciusko National Park gave students an opportunity to answer the Big Question “What makes organisms so different?”. Students worked collaboratively on a range of hands-on investigations, such as cross section diagrams, mud mapping, species identification, quadrant studies and soil analysis to learn about biotic and abiotic interactions within our unique local environment.

Reading Recovery

Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching.

The program aims to accelerate the reading and writing skills of Year 1 students. It targets those students in Year 1 who are at greatest risk of failing to acquire good literacy skills and provides an intensive, individually designed and delivered series of lessons for 30 minutes each day. This is usually from 12 weeks to a maximum of 20 weeks and is taught by a teacher who is specially trained in this method.

There is one trained Reading Recovery teacher at Jindabyne Central School. We are currently in our ninth year of implementation. In 2016, we received funding for 6 students a day based on the number of enrolments in Year 1.

In 2016, 13 students participated in the Reading Recovery program. 9 students out of 13 obtained the target of text level 16–18. The others were referred to the Learning Support Team for ongoing assistance.

In 2016, a total of 22 students were monitored in June and December, 13 in year 2 and 9 in year 3. All students were observed to be making progress in the aspects of text reading, word reading and writing and continued to meet Reading Recovery benchmarks.

In 2016, the months of February, April and November had above 85% attendance. The months of March, May, June, September and October had above 70% attendance rate. The month of July had the lowest attendance rate at 52%. Factors affecting attendance were time taken for testing in July and the teachers' absence or involvement in extra-curricular activities and professional learning.

Year 10 Camp 2016

Jindabyne Central School has continued to conduct our Year 10 camp with Coastlife in Mimosa Rocks on the South Coast near Tathra. In 2016 this ran from Wednesday 11th of May to Friday the 13th.

The camp is an expedition experience were students are required to hike through national parks to various camping grounds where they must work together to build their own shelter and cook meals. A large river crossing is conducted on the second day as well. This involves students working together once more to build a raft that can safely transport each student and all their hiking packs across the wide river safely and most importantly dry. At the end of the final day, students...
have the opportunity to learn to surf and/or paddleboard. Given the absence of waves this year, paddle boarding was chosen.

Along the way students also learn about the areas natural fauna and flora while also being instructed on correct hiking and camping techniques.

One of the aims of this camp to help students form a close bond in their final year together before they begin their preliminary and HSC years. Students develop their resiliency, their ability to work in a team and the importance of personal responsibility. If they don’t pull their weight or take responsibility and follow instructions properly, they find these three days very challenging. Those that try their best and work together find the whole experience highly rewarding and educational.

The camp was once again a huge success with each and every student enjoying the experience and coming away having learned some new skills and more importantly, learning something about themselves and their peers.

Many thanks to Mrs Belshaw who accompanied us on our trip and of course our guides from Coastlife, Simon and Tom.

Ben Eyles, Year Advisor