

# Wyong High School Annual Report



2016



8166

## Introduction

The Annual Report for 2016 is provided to the community of Wyong High 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.

Rodney Hill

Principal

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## School background

### School vision statement

Wyong High School is a center of educational excellence ensuring all students are successful learners, confident and creative individuals and active and informed citizens.

### School context

Wyong High School has an enrolment of 754 students, including 68 Aboriginal students and 7% of students from non-English speaking backgrounds. The school features information technology selective classes and the cohort includes four Special Education support classes.

WHS has a strong and active Parent and Citizens' Association and Ngara Aboriginal Education Consultative Group that work in partnership with us to support school initiatives. We are an active member of the Wyong Learning Community, having established productive links with our partner schools. WLC initiatives including the Year 6 Transition Program, the Literacy/Numeracy Peer Mentoring and Leadership program and the formation of the WLC Information Technology and Numeracy committees.

The school forms part of the Lakes Trade Training Centre and offers diverse training and vocational opportunities to its students including significant linkage to university programs including the university of Newcastle's Aim High program.

The school enjoys a mix of both highly experienced and early career teachers and seeks to give an authentic voice to Wyong High School students in the areas of school governance, teaching and learning, wellbeing, community involvement, leadership and learning environments through participation in the Central Coast Student Voice Alliance.

Wyong High school continues to focus on quality student learning outcomes in literacy, numeracy and engagement and caters to for a broad range of activities including performing arts, cultural, sporting, vocational and academic pursuits.

Our established positive, respectful relationships across the WLC ensure a collective commitment to ensuring quality learning outcomes for all students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On 20th September 2016 our school will participate in external validation. In preparation for this meeting the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

In the Learning domain the continuation of embedding a positive learning culture has been enhanced through a deep understanding of and shared commitment to high expectations across the school learning community. A whole school focus on our Positive Behaviour for Learning (PBL) program ensures our students; staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing leading to improved student

learning outcomes as evidenced in the Tell Them From Me (TTFM) report. In 2016 we have continued the focused approach to individualised learning where students with additional learning needs are being identified early and parents/carers are increasingly involved in planning and supporting their learning directions. Internal and external data is being used to identify those students in Stage 4 who are capable of progressing beyond the middle bands of NAPLAN and PLPs are developed to improve student performance and increase value-added data. The AVID program implemented this year demonstrates the benefit of parents having a better understanding of what their child is learning and this will be a focus to move the school to the next level. The review of our Assessment Policy this year will enable students a greater transparency of the criteria for assessment. WHS continues to encourage students to recognise and respect cultural identity and diversity and we continue to develop and expand upon projects and initiatives in partnership with the Ngara AECG.

Our major focus in the Teaching domain has been the increased collaboration of staff through an input, practice and reflection cycle of staff development utilising staff meeting time for strategic teacher professional learning. Established protocols for PDPs around observation and feedback enable more effective professional learning targeting to school and professional needs. Teachers are now working together across KLA scheduled stage meeting times with a focus on improving literacy and numeracy outcomes. Our focus on literacy and numeracy have extended staff leadership opportunities to work across the Wyong Learning Community on joint projects and initiatives that are strategically targeting student learning needs. Through being a Bump it Up school, a focus on greater use of data analysis in planning for learning with assessment instruments regularly used to monitor student learning will improve school performance.

In the domain of leading our school has established communication teams working with the Department's Communications Directorate. We have engaged the broader community for feedback on school performance and perceptions. We are responding through planned and strategic administrative practices. The strategic resourcing of a paraprofessional has seen an increase in community partnerships. School resources are targeted to improve learning spaces and greater access to technology. Teachers have been identified and supported with professional learning and resources to implement and lead curriculum modified classes as well as improve student learning for the middle cohort and those identified in the selective programs. The school will focus on succession planning and building of capacity through leadership development to drive whole-school improvement.

Our self-assessment and the external validation 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:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Successful, Respectful, Responsible Learners.

### Purpose

Students are literate, numerate creative and productive 21st Century citizens.

Respectful and responsible learners who work as learning partners to achieve success.

### Overall summary of progress

In the Learning domain the continuation of embedding a positive learning culture has been enhanced through a deep understanding of and shared commitment to high expectations across the school learning community. A whole school focus on our Positive Behaviour for Learning (PBL) program ensures our students; staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing leading to improved student learning outcomes as evidenced in the Tell Them From Me (TTFM) report. In 2016 we have continued the focused approach to individualised learning where students with additional learning needs are being identified early and parents/carers are increasingly involved in planning and supporting their learning directions. Internal and external data is being used to identify those students in Stage 4 who are capable of progressing beyond the middle bands of NAPLAN and PLPs are developed to improve student performance and increase value-added data. The AVID program implemented this year demonstrates the benefit of parents having a better understanding of what their child is learning and this will be a focus to move the school to the next level. The review of our Assessment Policy this year will enable students a greater transparency of the criteria for assessment. WHS continues to encourage students to recognise and respect cultural identity and diversity and we continue to develop and expand upon projects and initiatives in partnership with the Ngara AECG.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved attendance in all years from 86% in 2014, 87% in 2015, 88% in 2016 and 90% in 2017	Attendance data (89.2%) has improved over the past four years with 2016 data exceeding projected target and now closely aligned to State average (89.7%).	See key initiatives for all resourcing
Growth in the top 2 bands in NAPLAN Reading for Yr 9 from 2015 implementation phase to 13% 2016 and 15% 2017	Working towards targets.	See key initiatives for all resourcing
Growth in the top 2 bands in NAPLAN Numeracy for Yr 9 from 2015 consolidation phase to 16% 2016 and 18% 2017	Working towards targets.	See key initiatives for all resourcing
All Yr 7 students advance at least 1 cluster in literacy and numeracy	Achieved in literacy, working towards in numeracy.	See key initiatives for all resourcing
Increased student involvement in Student Voice forums to 25%	Achieved.	See key initiatives for all resourcing
100% of T&L programs reflect differentiated practices and utilisation of technology to empower student learning	Achieved	See key initiatives for all resourcing

### Next Steps

- Cooperative learning strategies will be implemented for numeracy delivery across all KLAs.
- Opportunities for GATS students will continue to be developed, initiated and extended.
- Tracking of student performance against, HSC, NAPLAN, ESSA, ROSA and internal school performance will

continue be conducted to measure value added growth.

- A targeted approach to whole school PBL will be consistently implemented. Rock and Water program and WLC Peer Literacy/Numeracy programs, maintained or extended.
- Bump It Up strategies will be consistently implemented to support student learning and improved performance in the upper bands of NAPLAN for reading, writing and numeracy.

## Strategic Direction 2

Excellence In Education

### Purpose

All teachers have the capacity to implement a collaborative and engaging curriculum to meet the diverse needs of all students.

### Overall summary of progress

Our major focus in the Teaching domain has been the increased collaboration of staff through an input, practice and reflection cycle of staff development utilizing staff meeting time for strategic teacher professional learning. Established protocols for PDPs around observation and feedback enable more effective professional learning targeting to school and professional needs. Teachers are now working together across KLAs in scheduled stage meeting times with a focus on improving literacy and numeracy outcomes. Our focus on literacy and numeracy have extended staff leadership opportunities to work across the Wyong Learning Community on joint projects and initiatives that are strategically targeting student learning needs. Through being a Bump it Up school, a focus on greater use of data analysis in planning for learning with assessment instruments regularly used to monitor student learning will improve school performance.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% T&L programs reflect school strategic targets	Achieved.	See key initiatives for all resourcing
100% of faculties are demonstrating team teaching and collaborative practices to meet the diverse learning styles and needs of all students	Achieved.	See key initiatives for all resourcing
All staff develop PLPs aligned to professional needs and the school's strategic targets	Achieved.	See key initiatives for all resourcing
All Stage 4 students have individual learning plans with strategic learning goals	Achieved for Year 7 and 8Y4L classes, Bump It Up students and Curriculum Modified students.	See key initiatives for all resourcing
All Yr 7 Aboriginal students have PLPs with identified learning goals	Achieved.	See key initiatives for all resourcing

### Next Steps

- Continued expansion of the WHS AVID program with additional AVID training opportunities for KLA staff.
- Staff to complete 2017 PDP goals aligned to the SSP and complete with support, the planning, observation and self-assessment cycle.
- NCCD to be conducted inclusive of mandatory updates to proceduresAll Aboriginal students to have PLPs completed and regular mentoring meetings conducted to plan, track and celebrate achievements.
- Maintenance of the WLC Handover Day to 1 per semester to ensure successful transition for incoming Year 7 students.
- Maintain EAL support through additional funding to support staffing

## Strategic Direction 3

### Productive Community Partnerships

#### Purpose

A collaborative connected, informed community that provides diverse, aspirational opportunities and support for all students

#### Overall summary of progress

In the domain of leading our school has established a communication team working with the Department's Communications Directorate. We have engaged the broader community for feedback on school performance and perceptions. We are responding through planned and strategic administrative practices. The strategic resourcing of a paraprofessional has seen an increase in community partnerships. School resources are targeted to improve learning spaces and greater access to technology. Teachers have been identified and supported with professional learning and resources to implement and lead the Bump It Up program, curriculum modified classes as well as improve student learning for the middle cohort and those identified in the selective programs. The school will focus on succession planning and building of capacity through leadership development to drive whole-school improvement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parental and community interaction at school based events	Achieved.	See key initiatives for all resourcing
Increased post school pathway options for students	Achieved. School working with pilot P-Tech program enabling Stage 5 students to work with industry partners in STEM careers with mentoring opportunities aligned to local industry needs.	See key initiatives for all resourcing
School website views increased by 10% 2015, 15% 2016 to 25% 2017	School website currently being upgrades based on feedback gained form a communications survey undertaken by the broad community.	See key initiatives for all resourcing
All year 10 students to have an aspirational profile	Achieved.	See key initiatives for all resourcing
Increase industry, community or business visits to once a term.	Achieved and enhanced by P-Tech initiative.	See key initiatives for all resourcing
Joint School Development Day initiatives with collaboration from all Wyong Learning Community schools	Achieved.	See key initiatives for all resourcing

#### Next Steps

Consultation has moved beyond the Senior Executive and School Executive teams to allow for a more comprehensive and embedded evaluative process for all staff. This will ensure greater ownership of school processes and a more effective and reflective school evaluation structure. Our evaluative practices have allowed key indicators to be identified, driving school change and direction. This is a constantly evolving process supporting ongoing improvement.

- WLC project targeting writing performance which was conducted in 2016 with all WLC staff trained to deliver explicit strategies to support writing development at sentence and paragraph level.
- Core staff to participated in the Year 10 subject selection interviews to guide decision making.
- WHS expand upon opportunities to link with local businesses, job providers and TAFE trainers to support student transition to work programs through a variety of programs including the P-Tech initiative.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>The Aboriginal Education Officer (AEO) and school based Aboriginal committee led all staff in culturally based TPL workshops leading to improved teaching practices and optimising learning outcomes for all Aboriginal students.</p> <p>All Aboriginal students have a Personalised Learning Plan (PLP) and have made progress in educational, social and cultural outcomes.</p> <p>Parents were engaged in the process and indicated increased levels of satisfaction as evidenced by attendance improvements at major cultural assemblies and whole school cultural events including NAIDOC week celebrations.</p> <p>Aboriginal students were involved in increased opportunities for leadership through the establishment of the WLC Literacy/Numeracy Leadership program and Leadership Workshop for Acknowledgement of Country.</p> <p>Personalised Learning Support for Aboriginal Students (PLSAS) and Aboriginal Student Individual Sponsorship funding was used to conduct learning hubs where tutors worked across all KLAs to deliver strategic support to students in Years 7–12. The Personalised Learning Support for Aboriginal Students program increased learning and engagement as well as individualised transition support for Aboriginal students as evidenced by student evaluations of the program's implementation in 2016.</p> <p>Increased communication with the Ngara AECG included concise PLSAS reports tabled at meetings each term and program outcomes regularly communicated to the Aboriginal Education Worker, parents and the Aboriginal committee.</p>	<p>Aboriginal Education Officer \$64388</p> <p>Additional tutoring for Aboriginal students \$10000</p> <p>Resources for community events and Reconciliation events \$3700</p> <p>Aboriginal Student Individual Sponsorship \$31287</p> <p>Personalised Learning Support for Aboriginal Students \$14187</p> <p>Unexpended funds to embed initiatives in 2017 \$1500</p>
<b>English language proficiency</b>	<p>A specialist teacher was engaged to analyse student English proficiency against language scales and maintain EAL/D annual surveys. EAL/D students received targeted support resulting in increased confidence in language based activities and greater performance against KLA curriculum outcomes.</p>	<p>Total funds \$14,000 for a specialist teacher.</p>
<b>Low level adjustment for disability</b>	<p>Additional School Learning and Support Officers (SLSOs) were employed to support staff in the delivery of explicit programs in response to targeted students' learning, social and emotional needs.</p> <p>The Learning Support Team (LST) identified and case managed students requiring additional support as identified by the NCCD data, resulting in curriculum modifications designed to improve individual learning outcomes.</p>	<p>Total funds \$22971 for additional SLSO and a 1.3 staffing allocation.</p>

<p><b>Socio-economic background</b></p>	<p>Paraprofessional employed to build stronger community links and provide greater opportunities for students.</p> <p>Additional SLSO to support identified students reach learning outcomes in our mainstream setting.</p> <p>Establishment of a Head Teacher Administration position to target attendance and school planning initiatives and SMS SENTRAL program to support attendance improvement.</p> <p>Additional staffing to support the expansion of the curriculum modified class in Stage 4 and to program for identified students requiring additional literacy and numeracy support across all Stages including professional development of staff for continuum mapping and building explicit strategies to teach writing skills across Stage 4.</p> <p>PBL targeted programs to support school based targets.</p> <p>Implementation of AVID program including registration with AVID Australia and the purchase of the AVID library, teacher relief for AVID programming and professional development opportunities for staff to be trained in AVID strategies and techniques to support student learning, motivation and engagement.</p> <p>21st Century learning spaces established with furniture and technology upgrades to support student learning.</p> <p>Executive and staff professional development and consultancy to support the implementation of the school strategic directions, review of teaching and Learning programs and mapping of BOSTES Performance Descriptors to SENTRAL.</p> <p>Student Voice forums conducted and Student Action teams initiated to work on student led programs supporting learning, wellbeing and engagement across the school setting.</p>	<p>Paraprofessional \$35432</p> <p>Additional SLSO support \$25000</p> <p>HT Admin position Term 4 \$40000</p> <p>Maths resources \$6459</p> <p>Additional teacher to support learning in modified curriculum class \$60000</p> <p>Attendance notification system \$8000</p> <p>PBL program professional learning \$15000</p> <p>Professional learning to evaluate school plan \$800</p> <p>Wyong Learning Community numeracy program \$6000</p> <p>Professional learning to support student writing \$8000</p> <p>Reading resources and professional learning \$22000</p> <p>Student voice \$5000</p> <p>Library equipment upgrade \$10000</p> <p>Assessment, reporting and feedback professional learning \$7000</p> <p>AVID teacher relief to explore develop programs \$7000</p> <p>Teacher relief for classroom observation and feedback aligned to school plan and PDPs \$15296</p> <p>Technology upgrades \$16638</p> <p>Teacher professional learning targeting student Reading, Inquiry, Collaboration, organisation and Writing \$52297</p> <p>Program development addressing literacy and numeracy targets \$9000</p>
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<b>Support for beginning teachers</b>	<p>Beginning teachers were supported through an induction process and package.</p> <p>Teachers and their identified mentor were provided period relief and additional targeted professional learning opportunities identified through their PDP.</p> <p>Additional TPL was offered to beginning teachers to enhance their pedagogy and extend opportunities for whole school engagement and leadership.</p>	Total funds \$44214 for teacher relief and additional professional learning.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	402	387	398	415
Girls	358	333	337	333

After a decrease in enrolment in 2014 our school established a communication team to work with the DoE Communication Directorate. A survey of community perceptions was conducted and the team collaboratively developed key messaging to be used in all internal and external communication. Enrolments have increased since this work has started and are back to traditional school enrolment levels.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	88.9	92.1	92.4	92
8	88.3	88.3	89.7	90.3
9	87.2	87.7	88.4	88.4
10	84.4	84.8	87.3	87.6
11	86	87.6	89.2	86.6
12	86.4	89.2	91	89.4
All Years	86.9	88.1	89.7	89.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Allocated resourcing has been used to target attendance and a steady increase in attendance has been achieved since 2013. Our 2016 attendance is more closely aligned to State DoE average and above like schools data.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			2.35
Employment			54.13
TAFE entry			1.17
University Entry			21.2
Other			9.39
Unknown			11.76

This survey reflects a 92.94% response rate from all students from Wyong High School who sat the HSC in 2015. The total number of students was 85.

The following chart indicates the destinations of Wyong High School students who completed their HSC in 2015.

Apprenticeships include: Carpentry (1), Chef (2), Electrical(2), Floor and Wall Tiling (1), Greenkeeper (1), Landscaping (2).

Traineeships include: Retail – Pharmacy (1), Warehouse Worker (1)

Year 12 students undertaking vocational or trade training – 2015

Students who have chosen a career path incorporating one of their School Based Vocational subjects are as follows:

Construction – 6 (60%) – Building, Carpentry, Labouring, Wall and Floor Tiling, Electrical Apprenticeships

Hospitality – 3 (60%) – Chef Apprenticeship, Pastry Chef

Primary Industries – 1 (20%) – Landscaping Apprenticeship

Retail – 3 (15%) – Retail Management, Full Time Retail Positions

### Year 12 students undertaking vocational or trade training

Students who have chosen a career path incorporating one of their School Based Vocational subjects are as follows:

Construction – 4 (29%) – Building, Electrician, Electrical Apprenticeships

Hospitality – 3 (12%) – Full time and part time

employment in the Hospitality Industry, Chef, Hospitality Traineeship

Information Technology – 6 (23%) – Computer Technician, various IT and IT Engineering degrees at university, Computer Science, Software Design

Primary Industries – 2 (10%) – Working with animals, Butcher

Retail– 3 (15%) – Full time and casual employment in retail industry

### Year 12 students attaining HSC or equivalent vocational education qualification

84 of the 85 Year 12 students completed the HSC and /or VET qualification in 2016. The remaining student is on a pathways pattern of study.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	39.1
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	2.6
School Administration & Support Staff	15.68
Other Positions	5.1

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Our school has an Aboriginal Education Officer and three other Aboriginal staff members who are active leaders of the schools Aboriginal Education Team.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

### Professional learning and teacher accreditation

During 2015 staff engaged in a number of professional learning opportunities to further support and enhance student learning outcomes. All staff completed whole school training on AVID strategies to support student learning in reading and writing, Developing Teachers using Coaching and Goal Setting, Understanding the Professional Development Framework, Using Google Classroom, Disability Awareness, Mentoring using Aboriginal Professional Learning Plans and Building Aboriginal Culture and using NAPLAN data to inform whole school improvement in literacy and numeracy.

Staff development days were conducted with focus areas to support teaching and learning.

In addition to this staff undertook additional extended hours of training in two after school extended staff meetings with a focus on learning Critical Reading strategies to support student learning in all key learning areas.

Staff identified individual professional learning goals through their Professional Development Plans (PDPs) and directed their professional growth based on identified needs.

Staff sought opportunities to engage in collaboration activities including curriculum planning and faculty programming for the implementation of the Australian curriculum and Head Teacher and Deputy Principal Network meetings.

Core teachers and representatives from faculties completed AVID training to support innovative programming strategies for improved student learning.

In 2016 two staff members were working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation and five staff members were maintaining accreditation at Proficient Level.

All staff completed mandatory compliance training in the Code of Conduct, Child Protection, Cardiopulmonary Resuscitation (CPR), Work Health and Safety and Anaphylaxis.

Identified professional learning funds and funding from the Resources Allocation Model (RAM) were used to provide professional learning opportunities.

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

### Financial summary

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

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	230 628.86
<b>Revenue</b>	9 085 145.81
(2a) Appropriation	8 829 407.87
(2b) Sale of Goods and Services	24 258.53
(2c) Grants and Contributions	226 801.31
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	4 678.10
<b>Expenses</b>	-9 027 936.00
Recurrent Expenses	-9 027 936.00
(3a) Employee Related	-8 360 664.85
(3b) Operating Expenses	-667 271.15
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	57 209.81
<b>Balance Carried Forward</b>	287 838.67

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	6 714 938.22
Base Per Capita	51 059.59
Base Location	0.00
Other Base	6 663 878.63
<b>Equity Total</b>	677 289.79
Equity Aboriginal	125 061.60
Equity Socio economic	338 283.66
Equity Language	10 760.38
Equity Disability	203 184.14
<b>Targeted Total</b>	919 764.99
<b>Other Total</b>	424 239.80
<b>Grand Total</b>	8 736 232.79

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.

### Financial summary equity funding

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

# 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.

### Key student outcome improvements

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.

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

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

### NAPLAN Year 7 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The 2016 NAPLAN data indicated some excellent results for our Year 7 Aboriginal student cohort who was placed significantly higher than the state average in reading, writing, spelling, grammar and punctuation, numeracy and data, measurement, space and geometry. This data puts the school at the Excelling level for performance of our Aboriginal students when mapped against the School Excellence Framework. Our Year 7 Boys cohort was placed higher than NSW DoE schools in the area of reading.

In 2016 Wyong High School had 138 candidates in Year 7. Of the 138 candidates approximately 20.7% scored in the top two Bands 8 and 9 in the area of reading, 8.6% in writing, 20.3% in spelling, 14.5% in grammar and punctuation, 14.1% in numeracy.

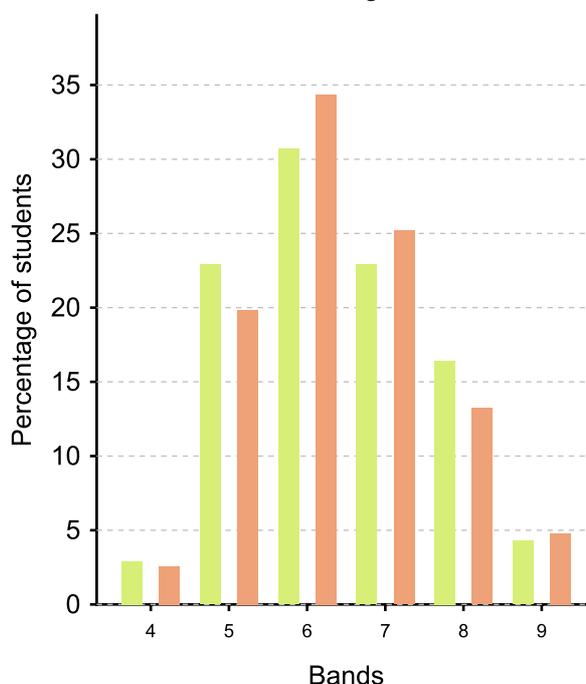
For this group Wyong High School scored a mean of 527.2 for reading which is 16 points below the state mean, an improvement of the 34.3 below mean in 2014.

### NAPLAN Year 9 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

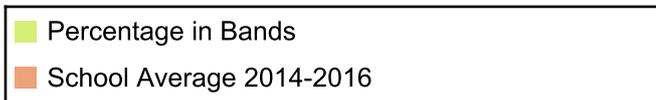
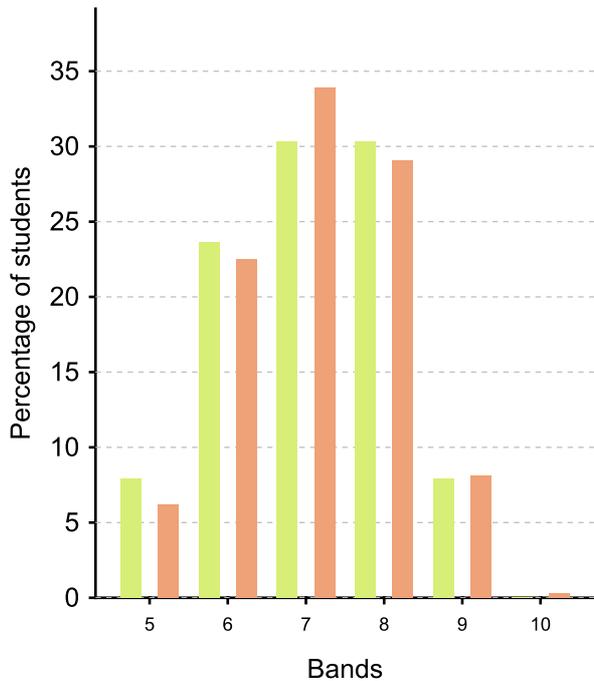
The 2016 NAPLAN data indicated some excellent results for our Year 7 Aboriginal student cohort who was placed significantly higher than the state average in reading. In 2016 Wyong High School had 89 candidates in Year 9. Of the 89 candidates approximately 38.2% scored Band 8 or higher in

reading compared 37.6% in 2015, 20.2% in writing compared to 11.6% in 2015, 39.3% in spelling compared to 41.3% in 2015, 29.2% in grammar and punctuation compared to 29.9% in 2015 and 23.3% in numeracy compared to 23.7% in 2015. The proportion of students at or above National Minimum Standard in Year 9 NAPLAN for reading and numeracy is at the Sustaining and Growing level when mapped against the School Excellence Framework and Wyong High School is performing above similar and all Government Schools in this area. Wyong High School is making improvement on value – added between Year 7 and Year 9 NAPLAN results but has identified that there is a need for greater improvement in this area and will use the Bump It Up initiative to focus on this improvement specifically in the areas of reading and numeracy. The school is performing at Delivering when mapping against the School Excellence Framework for value added between Year 9 NAPLAN and HSC results.

Percentage in bands:  
Year 7 Reading



**Percentage in bands:  
Year 9 Reading**



**NAPLAN Year 7 – Numeracy** (including Data, measurement, Space, Geometry, Number, patterns and Algebra)

135 year 7WHS candidates sat for the NAPLAN numeracy test in 2016. Of these 61 student scored a band 7 or higher with 5 students placed in band 9, 14 in band 8 and 42 in band 7. 74 WHS year 7 candidates were placed in band 6 or lower for numeracy. This overrepresentation of students in the middle NAPLAN bands has resulted in WHS being selected for the Bump It Up program. This program is designed to lift student performance through explicit instruction to support quality teaching and learning.

Numeracy trend data for year 7 shows an improved performance since 2015 with 59.7% of WHS students reaching the expected growth since year 5 testing. WHS students out performed SSG (similar school groups) in the areas of data, measurement, space and geometry. Staff have undertaken professional learning in the analysis of NAPLAN data to inform future KLA focus areas and to target individual student needs for improved learning performance.

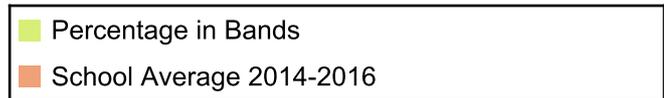
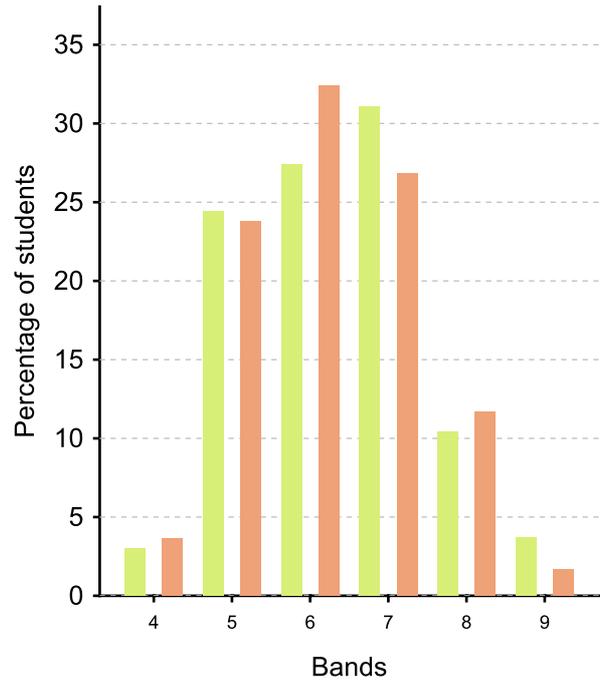
**NAPLAN Year 9 – Numeracy** (including Data, measurement, Space, Geometry, Number, patterns and Algebra)

90 Year 9 WHS candidates sat for the NAPLAN numeracy test in 2016. Of these 63 students scored a band 7 or higher with 0 students placed in band 10, 1 in band 9, 20 in band 8 and 42 in band 7. 27 WHS year 9 candidates were placed in band 6 or lower for numeracy. WHS had more student in band 8 than state averages. This overrepresentation of students in the middle NAPLAN bands has resulted in WHS being selected for the Bump It Up program. This program is

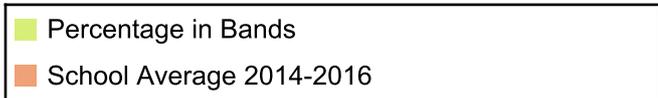
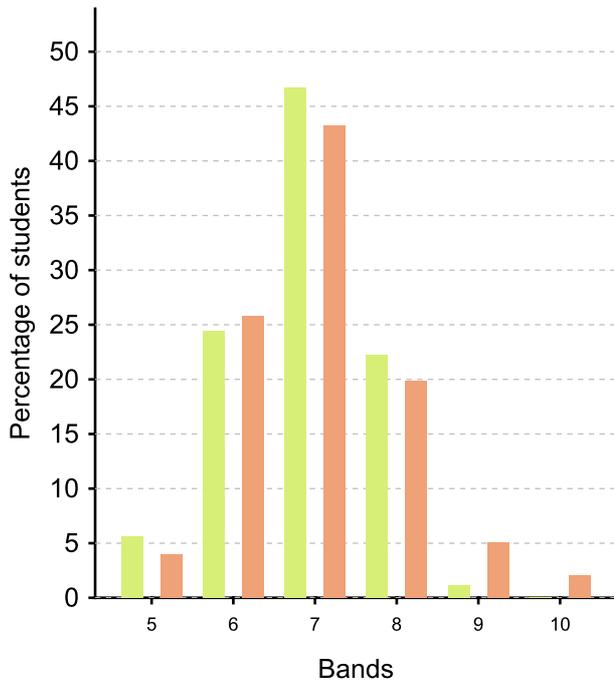
designed to lift student performance through explicit instruction to support quality teaching and learning.

Numeracy trend data for Year 9 shows a decline in performance since 2014 with 31.8% of WHS students reaching the expected growth since year 7 testing. Staff have undertaken professional learning in the analysis of NAPLAN data to inform future KLA focus areas and to target individual student needs for improved learning performance.

**Percentage in bands:  
Year 7 Numeracy**



**Percentage in bands:**  
Year 9 Numeracy



The percentage of Year 9 students in the top two bands has increased for numeracy, writing and grammar and punctuation and remained steady for reading and spelling.

Another reporting requirement from the **State priorities: Better services – Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

Ten percent of Year 7 Aboriginal students were in the top two bands for spelling and reading and there were no Year 7 Aboriginal students in the top two bands for numeracy at Sample High School.

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.

Wyong High School has been identified as a Bump It Up School. The Bump It Up strategy focuses on identifying schools with good student achievement and data suggesting they have the greatest capacity to lift student performance into the top two bands for reading and numeracy.

Students at Wyong High School identified as being in the middle NAPLAN bands will be given explicit support to improve reading and numeracy. This support will include, but is not limited to, a Critical Reading program that specifically addresses inferential comprehension and other individual areas identified in the NAPLAN data. We are also targeting additional funding to create a Numeracy Improvement program.

Our commitment to improved literacy and numeracy standards for our students is essential to our school strategic plan and as such Wyong High School staff professional learning will ensure we are well trained and prepared to support our students.

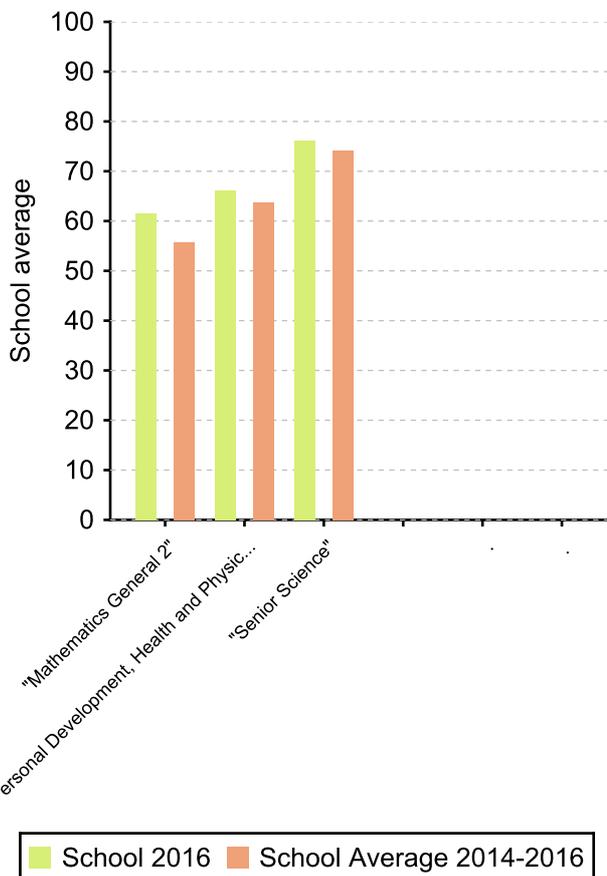
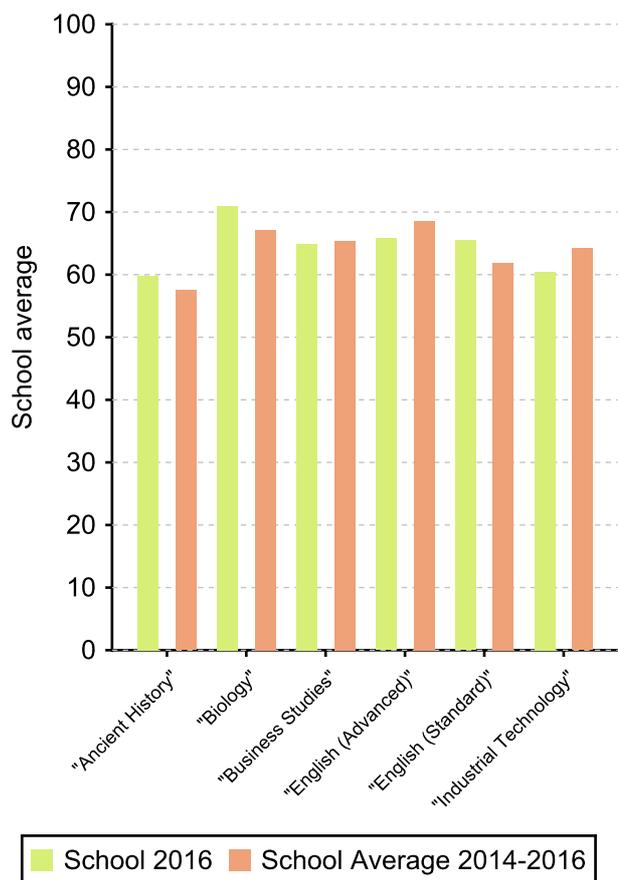
In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 7 students in the top two bands has increased for reading and decreased for numeracy.

## Higher School Certificate (HSC)

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

Wyong High School showed improvement in most subject areas. We tripled our performance of band 6 results from 2015. The executive team analysed HSC data and identified the need to support student learning in extended writing response questions, aligning with the focus within the strategic school plan to build student performance in writing from Stages 4 and 5.



No text required

## Parent/caregiver, student, teacher satisfaction

Wyong High School once again participated in the Tell Them From Me (TTFM) Survey and sought parent opinions about school. This survey provided valuable feedback on what our parent/caregivers and students think about aspects of school life and levels of engagement with our setting. Our school also engaged the department's Communication Directorate Team to interview and survey parents from our partner schools and our own school about school satisfaction and communication. Data collected from this survey and the TTFM led to improvements in communication with our parents/caregivers including the ongoing use of the Skoolbag App, SMS notifications and Sentral Parent Portal.

Parents/Caregivers took advantage of a range of opportunities to meet with school staff to discuss their children's academic and social progress.

Students were involved in four school based forums through the WHS Student Voice Project offering an authentic voice to students around key elements of school life.

## Policy requirements

### Aboriginal education

**Wyong High School acknowledges that our school is on lands traditionally held by the Darkinyung people. We respect the elders past and present and pay tribute to the youth, who will become future leaders.**

## **Aboriginal Education**

Wyong High School has an enrolment of 86 Aboriginal and Torres Strait Islander students. In 2016 the school worked with the Ngara AECG, members of the local community and service providers in order to provide quality educational opportunities for our students.

The Aboriginal Education Committee facilitated a number of Professional Development sessions for staff focused on Aboriginal Education. This included focussing on cultural connections, diversity and awareness. We were supported in this capacity by our AEO, local and regional AECG members, local and regional service providers and DEC.

The AEO continued to support our Aboriginal and Torres Strait Islander students with attendance, welfare, leadership and cultural understanding. Students were engaged in an Aboriginal art, literacy and numeracy and leadership programs with our partner primary schools. They participated in activities designed to promote Aboriginal culture and encourage leadership. Years 7 and 8 students worked with representatives from Wollotuka on "I Believe". They engaged in a variety of leadership and group activities to build cultural awareness and sensitivity.

Student achievement was recognised through the Ngara Local AECG Assembly of Excellence which was held at WHS. The focus of this ceremony was its recognition of student achievement and celebration of culture. Two students were recognised at state level at the Nanga Mai awards. Rebecca Schweikert achieved an award for Outstanding Student Engagement and Josef Graf-Cooper achieved an award for Student Leadership. Josef Graf Cooper also achieved Aboriginal Student of the Year for the Central Coast Region for his work in the school and community.

Norta Norta funding was used to employ two teachers to work in learning hubs to specifically target areas of learning with particular focus on literacy and numeracy for junior students. This year, once again Mathematics focus groups were established to support the development of numeracy concepts in junior students. In addition to these groups, tutors continue to provide strategic support to students in Years 11 and 12 across all KLA curriculum areas.

Aboriginal and Torres Strait Islander students were involved in a cultural connections program which is an ongoing environmental and cultural program. In this program students focussed on developing and leading cultural awareness programs across the WLC, utilising the meeting place 'The Rock' on school premises. These programs were in collaboration with Ngara AECG, Darkinjung Land Council, Bara-Barang and the wider community.

Various scholarship and vocational education

opportunities were offered to students via the Aboriginal Education Committee. A number of students attended Sydney University's Wingara Mura Summer School program, which provided students with the knowledge and skills needed to make connections between school and options for their future.

Personalised Learning Plans (PLPs) were completed through a mentoring program whereby all Aboriginal and Torres Strait Islanders were supported by staff mentors to develop individualised learning goals. This process has improved relationships between students, staff and parents/carers and was recognised by Gosford Office as good practice.

Students celebrated National Reconciliation Week and NAIDOC week through participating in a range of cultural activities including sport, art, traditional games, bush tucker, traditional fire lighting and music. These activities were facilitated by students, teachers, community members, elders and local service providers. Members of the teaching staff and the AEO are members of the Ngara Local Aboriginal Education Consultative Group (AECG).

Other programs conducted in 2016 included The Young Men's program with Family Wellbeing Central Coast Primary Cares, Welcoming BBQ to acknowledge new and existing Aboriginal families at WHS, a NAISDA graduates workshop, school based Aboriginal Mentoring program, Scholarships from the Central Coast Sports Academy, support for students from Wyong Youth Health and school based apprenticeship opportunities for students from Central coast Health.

## **Multicultural and anti-racism education**

Wyong High School continues to provide initiatives and programs geared towards promoting student knowledge, skills, understanding and attitudes towards a Culturally and Linguistically Diverse (CALD) society.

The Multicultural Education Program at Wyong High School included:

Society and Culture, a stage 6 course which undertakes a unit on Intercultural Communication as well as depth studies on other cultures including Vietnam and Iran. This involves a study of culture, values and foods.

Senior HSIE students were taken on a Food of the World tour in Fairfield where they explored the multicultural nature of the country and sampled food from over 18 cultures.

Our CAPA faculty continues to examine man-made marks in Visual Arts. This involves studying cultures and journeys culminating in an expression of student understanding through their practical designs.

Hospitality courses in stage 5 and 6 offered a wide range of multicultural recipes and food preparation techniques. This explored the changing food habits in Australia and the impact of Aboriginal and multicultural menus on our dining habits.

Child Studies continues to incorporate Aboriginal Perspectives in a unit on Children's Entertainment this incorporated Aboriginal stories and symbols

Year 10 students studied food equity across different cultures in Australia and overseas.

In Languages other than English (LOTE) students studied Japanese. They were afforded opportunities to learn about Japanese culture and eat Japanese foods.

A fully qualified teacher acts as Anti-Racism Coordinator (ARCO). She encourages students across the school to be accepting and supportive of other cultures and supports students as needed.