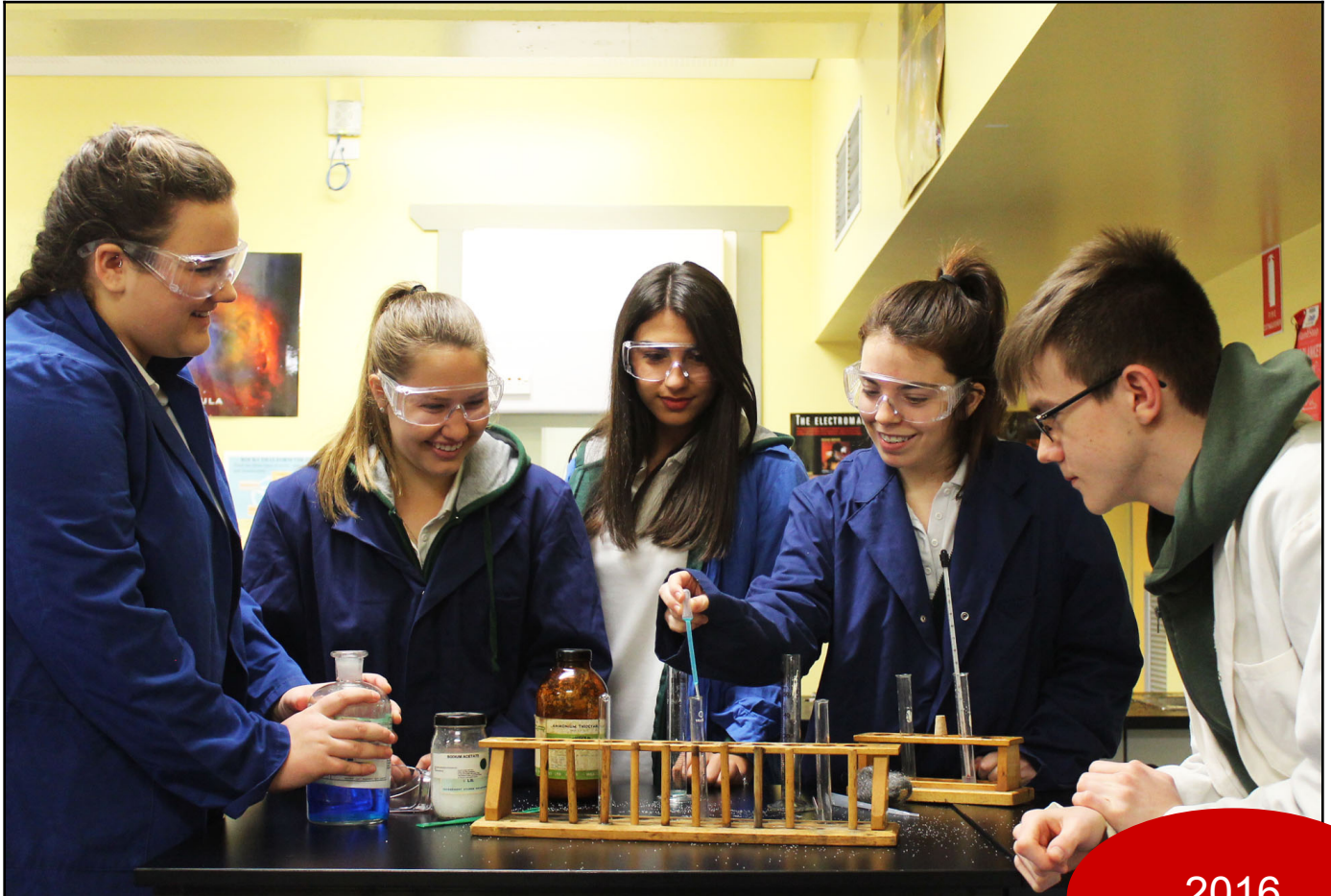


Willyama High School

Annual Report



2016



WILLYAMA
HIGH SCHOOL
CONNECT • INSPIRE
EXCEL - TOGETHER

8491

Introduction

The Annual Report for **2016** is provided to the community of **Willyama 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.

Grant Shepherd

Principal

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Message from the Principal

It has been a very productive and successful year at Willyama High School as we have continually strived for school improvement and looked to provide innovative education to meet the changing needs of our students. One of the academic highlights of the school year has been the massive improvement in Higher School Certificate (HSC) results with ten individual Band 6 (90–100) results achieved across the school. An impressive 56% of our HSC students gained themselves the opportunity to access tertiary education at university for 2017, over double the proportion from last year.

Our banner statement of Connect, Inspire, Excel – Together has continued to pave the way for what we are all about at Willyama High School. As demonstrated by the progress evidenced in our three strategic directions throughout this report, we are on an exciting journey to make our great school even better.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a true and accurate account of our school's achievements, areas for improvement and future directions.

Grant Shepherd

Principal

School background

School vision statement

To embed a positive school culture that challenges and supports all students to be higher order thinkers and become literate and numerate learners through quality teaching and distributive leadership enabling them to achieve their learning potential.

School context

Willyama High School is a 7–12 comprehensive high school of 490 students located in Broken Hill in Far West NSW. The school services a predominantly low socioeconomic community and has a diverse population with 71 Aboriginal students (approximately 14% of the student population). The school is staffed with 47 teachers and 18 administrative and support staff. There is a relatively high turnover of teachers each year. The school was built as a second high school in Broken Hill in 1974. As the population of Broken Hill has declined, the school has been challenged to come up with innovative approaches to continue to provide a wide range of opportunities and experiences to engage students. There is curriculum collaboration with Broken Hill High School in the Reaching Across the Secondary Program (RASP) for Stage 6 courses. The school has five students involved in the virtual selective high school Aurora College for English, Mathematics and Science. The school maintains strong links with Western Institute of TAFE (Broken Hill campus) who offer courses such as Automotive Studies, Electrotechnology, Health Services and Hairdressing in Stage 6. The school's key values are respect, responsibility and cooperation. The expectations and behavioural standards of these values are explicitly taught. The priorities in this school plan attempt to address the long term needs of students who live in an isolated rural environment to build their capacity to be successful lifelong learners in an increasingly complex world.

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. 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.

In the domain of Learning, our efforts have primarily focused on learning culture, wellbeing, curriculum and learning and student performance measures. Our school has rebuilt our Positive Environments Team to implement practices based on Positive Behaviour for Learning. A more effective method of distributing 'free and frequent' rewards to students has been implemented using the Vivo system. Learning and Support Teachers have continued to provide support and advice to staff around making adjustments and modifications for students. All new teachers were trained in Youth Mental Health First Aid to enable us to maintain 100% of teachers trained across our school as part of our school's consistent implementation of a whole school approach to wellbeing. Higher School Certificate results improved dramatically with the percentage of our students achieving in the top two bands increasing from 6% to 22%, though this is not reflected in the value-added data of this report due to the one year time lag.

In the domain of Teaching, our school has focused effective classroom practice, learning and development and collaborative practice. Staff have continued to participate in fortnightly professional learning groups led by a Head Teacher Professional Learning. A further five teachers were trained to be HOW2Learn trainers and strong relationships have been built with our partner primary schools in implementing best teaching practice to maximise impact across our schools based on educational research. Our lesson observation team has continued to develop and embed a culture of opening up classroom doors and sharing regular peer feedback around teaching practices. The Head Teacher Mentor has further strengthened and improved our school's induction program for new and beginning teachers providing targeted support in areas of need.

In the domain of Leading, our school has focused on leadership and management practices and processes. Our school has continued to show that we are committed to the development of leadership skills in both staff and students using a distributive leadership model. Each of our three strategic directions have continued to be led by a senior executive member and other staff members have been encouraged to play leadership roles within various project teams across the school enabling them to further develop their leadership skills. Students have been provided with opportunities to develop their leadership skills through opportunities provided through the Student Representative Council and other initiatives.

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:

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

Strategic Direction 1

A Positive School Culture & Inclusive Curriculum

Purpose

A school community that embeds and upholds the school values of respect, responsibility and cooperation enabling teachers to teach and students to learn. To cater for the specific learning and support needs of every student to maximise their learning.

Overall summary of progress

A positive school culture and inclusive curriculum seeks to generate a stronger and more cohesive culture and climate at Willyama High School. Several strategies focus upon student and staff wellbeing and will run over several years. The major projects undertaken in this area were the development of a Positive Environments Team (PET) this was established in 2016 and has cross curricula representation. Its members meet fortnightly to track and evaluate the ongoing progress of targeted programs and initiatives. The team is passionate and committed to building an inclusive and supportive school environment and views the wellbeing of students as pivotal. The team has also put into place a variety of practices to revitalise, embed and refine the school wide Positive Behaviour for Learning (PBL) welfare system. The major project for the Positive Environments Team in 2016 was the introduction of Vivo as a whole school system to reward positive student behaviour. Vivo was introduced at the commencement of term 3 and was reviewed and evaluated at the conclusion of each term. Vivos implementation has occurred with great success, the ease of distribution of Vivos and its easy monitoring features has resulted in a substantial increase in the number of positive free and frequent rewards issued by teaching and learning support staff.

Positive Behaviour for Learning continued to be the centrepiece of our Learning and Culture initiatives and reviving our PBL focus was a key strategic objective for 2016. By the end of the year, under the leadership of a revitalised PET team, the PBL framework had been evaluated, our Wellbeing Structures and the best of what was happening in the school continued while new initiatives and areas were developed and implemented by the team. The Positive Environments team also developed and facilitated the implementation of a number of Positive Environments related lessons across the whole school.

Modifications and adjustments are continuing to be embedded in teaching programs by teachers with support from Learning and Support Teachers (LASTs). New teachers have undergone training to upskill them in this area.

Our school engaged a communications expert, Rob Asser, to support and further develop our re-badging project that we commenced last year. A strategic communications plan was developed to promote our school and improve parental and community engagement. Our school communications team was formed as part of the plan and a number of initiatives undertaken. A graphic designer was engaged to further develop our new logo ideas embedding our newly developed banner statement of Connect, Inspire, Excel – Together. This design is yet to be finalised. Training was undertaken in improving our communication processes by improving the readability of all letters and documents that are sent to parents. The Skoolbag app was subscribed to as a means for improving communication supplementing our school Facebook page and parent portal. Staff were asked to create their own staff profiles to be published on our app and/or website and our interview room was refurbished to provide a more welcoming environment for parents and community members. Our school website was upgraded with improved photos showcasing our students fully engaged in worthwhile learning and extracurricular activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of teachers are utilising the Vivo (free and frequent) reward system.	100% of teachers and 100% of SLSO staff utilised the Vivo (free and frequent) reward system during 2016 with a total of over 130 000 Vivos being awarded.	Vivo \$5450 (school funds) End of term student acknowledgement days \$8200 (school funds)
<ul style="list-style-type: none">• 80% or more students receive 0–1 Deputy managed referrals.	In 2016, 69.2% of students received 0–1 senior executive referrals. This is a slight decrease from 70.3% in 2015.	Deputy Principal (socioeconomic background equity funds)
<ul style="list-style-type: none">• Modifications and adjustments are evident in teaching programs	All teachers have been required to enter their adjustments and modifications for all relevant	Learning & Support Teachers (low level)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
to cater for individual learning needs.	students on Sentral to show that they are planning to make these for relevant students.	adjustment for disability funds)

Next Steps

Still to be completed and carried over to 2017 is the further implementation of classroom PBL strategies and the importance of PBL as a tool to help all students learn. The PET will be investigating and developing lessons and strategies based on the Berry Street Education model to facilitate and strengthen PBL principles, this will be bolstered with additional staff completing Berry Street Educational model professional learning.

Continue to monitor and upskill new staff in making adjustments and modifications as part of embedded school processes. This will not be a targeted project in 2017.

In early 2017, a decision will be made to finalise the new school logo by our school's communications team after consulting with the entire school community. This will enable us to proceed with new signage development throughout the school as well as changes to badging of school uniforms, stationery, documents, policies and our school website. Staff profiles will be finalised and uploaded and the development of business cards for staff members will be investigated. Our strategic communication plan will be reviewed, updated, implemented and monitored through regular meetings of our school's communications team.

Strategic Direction 2

Quality Teaching & Distributive Leadership

Purpose

To improve staff capacity through a school-wide focus on professional learning to maximise quality teaching practices and enhance student performance. To embed quality leadership and organisational structures that support innovation, relationships and sustainability.

Overall summary of progress

The Lesson Observation Team (LOT) continued to develop and implement tools that were trialed and refined by the team before being used for lesson observations. Staff were trained in our Professional Learning Groups (PLGs) on how these tools targeted specific areas of teaching practice and then the tools evaluated on their effectiveness. Two LOT members were trained in the Quality Teaching Rounds process. The rest of the team was trained in house and the process trialed throughout term 4. Data indicates lesson observations are becoming a part of school culture and professional discussion on quality teaching practices have increased.

Six new staff completed HOW2Learn professional learning to become trainers in the school with a total of eleven now being trainers. A new team was developed that met regularly to initiate a whole school approach to develop best practice based on evidence supported by educational research. Staff were continually exposed to and trained, in our PLGs, to modules of the three phases of H2L, specifically Practices that Accelerate Learning based on Hattie's effect sizes. WAMNCOP, a community of practice between Willyama and our partner primary schools, (Alma Public School, Morgan Street Public School and Broken Hill North Public School) was formed to induct new members of our teaching community in these practices as well as sharing resources and expertise across the four sites.

The Performance Development Framework was continued to be supported by staff being professionally developed in the Australian Professional Standards for Teachers in our PLGs. Systems and procedures were implemented that enabled staff to set 3–5 goals, including a personal professional goal, plan professional learning and collect evidence to achieve their goals. These systems and procedures empowered staff to collaborate with their line manager and critically reflect at designated times in a collegial and supportive environment.

Student leadership has continued to be fostered and developed across the school, particularly within the SRC. All students have been offered opportunities to participate in a variety of local, state and national leadership initiatives, with many willing to take lead roles in various activities and teams across the school. Five teachers completed the Learning to Lead course during the year improving their capacity to lead teams or projects in the school. Due to the culture of team formation at WHS, many teachers have also have the opportunity to lead teams or projects. Head Teacher Groups have continued to operate to collectively share skills and leadership practices and also explore school, DOE and system initiatives and accountability measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Improved feedback on school satisfaction from staff, students and community.	<p>Based on comparisons between 2015 and 2016 Tell Them From Me surveys (Semester 2):</p> <p>The parent survey data (3 responses) was deemed to be not valid due to the extremely low response.</p> <p>The average score (/10) for teachers (39 responses) indicating that they feel:</p> <ul style="list-style-type: none">– school leaders have helped them improve their teaching increased from 5.7 to 7.1.– they have collaborated with other teachers increased from 7.1 to 7.3.– students remain fully engaged in class activities remained at 6.3.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Improved feedback on school satisfaction from staff, students and community. 	<p>There was an increase in the percentage of students (355 responses) who:</p> <ul style="list-style-type: none"> – are intellectually engaged from 39% to 43% (46%) – were interested and motivated from 20% to 21% (28%). <p>(NSW Gov't norm is in brackets)</p>	
<ul style="list-style-type: none"> Improved value-added and HSC results 	<p>Value-added from Year 7–9 has been measured at 32.5 (working towards delivering) for 2015–2016. In 2014–2015, this was measured at 31.0 (delivering).</p> <p>Value-added from Year 9–12 has been measured at 24.5 (delivering) for 2014–2015, a decrease from 24.9 (sustaining and growing) for 2013–2014. (Note: data for this measure lags by one year)</p> <p>HSC z scores were greatly improved in Chemistry, Community and Family Studies, Advanced English, Legal Studies, Mathematics General 2, Metals and Engineering, Modern History and Society and Culture. Z scores declined in Hospitality, Construction and Visual Arts.</p>	<p>Release time for PLGs (socio-economic background equity funds)</p> <p>HOW2Learn training \$3000 (PL funds)</p> <p>Head Teacher Professional Learning – Higher Duties Allowance \$14 600 (PL funds), release time (socio-economic background equity funds)</p>
<ul style="list-style-type: none"> Improved academic outcomes, effective learning time, relevance and rigour as measured by the 'Tell Them From Me' student surveys. 	<p>Students' average reported grades were (vs NSW pilot norm):</p> <p>English–60%(68%), Maths–63%(66%), Science–58%(64%)</p> <p>Effective learning time 6.6(6.3), Relevance 5.7 (5.8), Rigour 6.2 (5.8)</p>	

Next Steps

In 2017, the Lesson Observation Team will change its focus to the Quality Teaching Rounds (QTRs). Staff will be trained in house by members of the team during School Development Days (SDDs) at the beginning of the year. Protocols will be developed for the different components of the QTRs then trialed, evaluated, and adapted to suit our specific school context. It is planned that the QTRs will occur once per term. Staff will have an additional two days professional learning on the QTRs during Term 3 by an expert in the field Julie Bowe.

The HOW2Learn (H2L) team will collaborate with WAMNCOP to develop a scope and sequence, targeted at high school students (as part of a greater K–12 scope and sequence), with differentiation that caters to the differing ages of students. The H2L scope and sequence will be focused on the "four big rocks" across years 7–12. The implementation of this will involve identified professional learning from the three phases to be delivered at SDDs or in PLGs. Year 7 will have year meetings to evaluate knowledge of H2L then sessions developed to build on their experiences from primary school. WAMNCOP will roll out induction and further training to newly appointed staff to our community of practice and offering master classes for trainers and catch up sessions on modules for identified staff. This will include a learning buddy system between high school and our partner primary schools to further enhance relationships and professional learning.

Students and staff will continue to be offered leadership opportunities either through local, state or national professional learning or the chance to lead activities, projects or teams within the school. Faculty Leader Groups will continue to operate focusing on sharing skills and leadership practices, school, system or DOE initiatives and accountability measures.

The Performance Development Framework is embedded in school culture via systems and processes and therefore will not be a targeted project in 2017.

Strategic Direction 3

Higher Order Thinkers, Literate & Numerate Learners

Purpose

To develop students who are literate and numerate and able to think creatively and critically to maximise student learning potential and function effectively as responsible and productive citizens.

Overall summary of progress

The school continued to implement the ALARM (A Learning and Responding Matrix) project in 2016. It is believed that the implementation of ALARM has largely contributed to the ten Band 6s attained in the HSC this year, a very significant improvement on previous years. Several KLAS also expanded their implementation of ALARM into their 7–10 classes. HSC teachers in Ancient History, Society and Culture and Advanced English implemented ALARM successfully in their classes with greatly improved results across all Band levels. Some HSC teachers found it challenging to implement and weren't as successful in implementation in their classes.

The Multilit Reading Tutor Program, essentially run by a School Learning and Support Officer (SLSO), continued with great success in 2016 with students improving their scores on the Woodcock Reading Test by 1.8 years on average. In Term 3, an additional SLSO was employed to increase the number of students able to access the program. Twenty four students were involved in the program during 2016. The extension program was purchased and implemented with identified students. Both SLSOs were formally trained to be able to deliver the program.

Late in Term 4, five teachers (including Principal and Deputy Principal) and two SLSOs were trained in the new Multilit Spell-It program with a view to incorporating it into the school in 2017 to improve students' spelling and increase their vocabulary.

An SLSO was employed two days a week to provide targeted support to students in mathematics classes. This enabled students to remain engaged and improve their learning outcomes. The school continued to seek training opportunities for staff in the numeracy continuum through EdServices. A former consultant was organised to come to Broken Hill in Term 4 to conduct training in the numeracy continuum, however specific and relevant knowledge gained was minimal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Increased proportion of HSC students with at least two band 5 and 6 results.	The proportion of HSC students with at least two band 5 and 6 results greatly improved from 6% to 22%.	PL related to ALARM and specific subjects (PL funds) Release time for professional learning groups (socio-economic background equity funds) HOW2 Learn training (PL funds)
<ul style="list-style-type: none">Increased proportion of students feel challenged and feel confident of their skills in 'Tell Them From Me surveys.'	In October, 25% of students had scores that placed them in the desirable quadrant with high skills and high challenge (NSW pilot norm is 42%). This is an increase of 3% on last year.	
<ul style="list-style-type: none">Improved scores on Woodcock Reading Test and NAPLAN Spelling.	<p>Students who completed the Reading Tutor Program had an average increase of 1.8 years on the Woodcock Reading Test including two students who improved by over 4 years.</p> <p>In 2016, the average scaled score growth from Year 7–9 in NAPLAN Spelling was 23.2 (State 33.8, NSW DoE 32.4) compared to 24.8 (State 31.7, NSW DoE 30.4) in 2015. This demonstrated no significant change.</p>	<p>SLSOs – Multilit's Reading Tutor Program \$42 725</p> <p>RTP training \$2627 (PL funds)</p> <p>RTP resources \$1000 (school funds)</p> <p>Spell-It training \$7782 (PL funds)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Improved scores on Woodcock Reading Test and NAPLAN Spelling. 	<p>Students who completed the Reading Tutor Program had an average increase of 1.8 years on the Woodcock Reading Test including two students who improved by over 4 years.</p> <p>In 2016, the average scaled score growth from Year 7–9 in NAPLAN Spelling was 23.2 (State 33.8, NSW DoE 32.4) compared to 24.8 (State 31.7, NSW DoE 30.4) in 2015. This demonstrated no significant change.</p>	<p>funds)</p> <p>Spell–It resources \$8954 (school funds)</p>
<ul style="list-style-type: none"> Improved average scaled score growth in NAPLAN Writing and Numeracy. 	<p>In 2016, there was no growth data available in NAPLAN Writing due to a change in text types.</p> <p>In 2016, the average scaled score growth for Year 9 Numeracy was 40.8 (State 40.7, NSW DoE 40.1). This was an increase on the figure of 39.5 from 2015 (State 47.6, NSW DoE 46.8).</p>	<p>Numeracy continuum training \$2000 (PL funds)</p> <p>SLSO \$4400</p>

Next Steps

In 2017, our school will continue to expand and support the implementation of ALARM across the school. Teachers who successfully implemented ALARM will share their expertise with other teachers in efforts to increase its implementation across all HSC subjects.

The Multilit Reading Tutor Program will continue to operate with two SLSOs being employed to implement the program. There are plans to train Aboriginal tutor to provide widened support for Aboriginal students in developing their reading skills.

The Multilit Spell–It Program will be programmed into the Year 8 timetable for the equivalent of three 53 minute periods a fortnight. Further staff will be trained, including our Faculty Leader English to investigate how Spell–It can be used in English lessons and across the school.

The Maths Pathway program will be implemented throughout all Year 7 Maths classes in 2017. All Maths staff will be trained in this individualised, continuum–based program. Continue to provide targeted SLSO support to assist to remain engaged in mathematics lessons.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>An Aboriginal Education Officer (AEO) is part of the school's staffing entitlement at a cost of \$64 388. The remaining funds were utilised to contribute to the cost of the employment of a Norta Norta tutor (\$13 800).</p> <p>As a result, Aboriginal students were provided with additional support with attendance, literacy, numeracy and well being issues. Aboriginal students engaged with school and a number of Aboriginal students improved their learning outcomes meeting course requirements.</p>	<ul style="list-style-type: none"> • Aboriginal background loading (\$78 188.00)
English language proficiency	<p>Identified students were provided with personalised support from an SLSO (\$7 823) which allowed them to engage in their learning effectively. One of these students successfully completed his HSC in 2016.</p>	<ul style="list-style-type: none"> • English language proficiency (\$7 823.00)
Low level adjustment for disability	<p>1.8 Learning and Support Teachers are part of the school's staffing entitlement at a cost of \$183 638. These teachers develop and implement personalised learning plans across the school, provide training for staff in making adjustments and modifications.</p> <p>Additional SLSOs (\$61 253) are employed to provide targeted support to individual students and groups of students with high needs to enable them to participate more fully in their learning.</p>	<ul style="list-style-type: none"> • Low level adjustment for disability (\$244 891.00)
Socio-economic background	<p>A deputy principal (\$152 265) and 1.6 additional teachers (\$163 233) are part of the school's staffing entitlement at a total cost of \$315498.</p> <p>The employment of a second deputy principal has allowed both deputies to focus on a strategic direction each to coordinate programs such as Positive Behaviour For Learning, peer observations, Head Teacher mentoring groups and HOW2Learn.</p> <p>The 1.6 additional teachers provides one period per fortnight to all teachers for their Professional Learning Groups (PLGs) and release time for the Head Teacher Professional Learning to lead and facilitate the ongoing professional learning of teachers. The focus in 2016 was on implementing strategies from the HOW2Learn program.</p>	<ul style="list-style-type: none"> • Socio-economic background (\$315 498.00)
Support for beginning teachers	<p>Six permanent beginning teachers were allocated targeted funding for their first year of teaching and one for their second year of teaching.</p> <p>A Head Teacher Mentor (\$56250) was employed between Willyama and Broken Hill High Schools to support and mentor both permanent and temporary beginning teachers (eleven in total).</p> <p>A teacher (\$8934) was employed to provide</p>	<ul style="list-style-type: none"> • Support for beginning teachers (\$84 348.00)

<p>Support for beginning teachers</p>	<p>targeted release time for beginning teachers.</p> <p>Support strategies were negotiated and included timetabled and additional release time, provision of mentoring, additional professional learning and an induction program. Mentoring programs provided opportunities for collaboration and classroom observations leading to improved teaching practice.</p> <p>Nine beginning teachers achieved their NESA accreditation during 2016.</p>	<ul style="list-style-type: none"> • Support for beginning teachers (\$84 348.00)
<p>Norta Norta</p>	<p>A Norta Norta unqualified tutor (\$21 281) was employed to work specifically with Aboriginal students who are identified through NAPLAN as requiring additional support. This included supporting students in the classroom and individualised support with literacy, numeracy and assignments.</p> <p>A Norta Norta qualified tutor (\$29 525) was employed to specifically provide tutoring and support to senior Aboriginal students enabling them to remain engaged and complete their schooling.</p> <p>70% of supported students achieved greater than or equal to expected growth in Year 9 Reading. The average scaled score growth in Year 9 Numeracy exceeded the State.</p>	<ul style="list-style-type: none"> • Norta Norta (NAPLAN) (\$21 281.00) • Norta Norta (Individual Sponsorship) (\$29 525.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	276	251	246	234
Girls	262	241	246	236

There continues to be a slight decline in enrolment numbers due to the changing demographics of the town.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.9	93.6	89.8	89.4
8	87	90.5	87.6	86.8
9	84.7	89.9	88.1	86.6
10	82.3	86.7	84	87.2
11	88.6	86.3	86.3	88.4
12	89.3	90.3	89.3	90.3
All Years	87.1	89.6	87.6	87.9
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

There has been a slight increase in overall attendance from last year. Results, in general, mirror the State averages for each year group. Roll call teachers have the responsibility to contact families to follow up on absences and this is overseen by year advisers and deputy principals. The school is investigating alternatives to this structure in order to further improve attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	22	20	4
Employment	66	50	30
TAFE entry	11	6	2
University Entry	0	0	56
Other	0	9	2
Unknown	20	15	6

56% of HSC students gained university entry which is over double the proportion from last year. This is due to an improvement in HSC results and the school's careers adviser utilising more alternative options for students to access university. For example, some students accessed university via the Special Tertiary Admissions Test.

Year 12 students undertaking vocational or trade training

Of the 48 students in Year 12, 19% undertook vocational training through TAFE and 27% undertook vocational training through the school. Many students undertook 2 or 3 VET courses. In total, 27% of Year 12 students (13 in total) studied at least one VET subject.

Subjects offered at school included Hospitality and Construction in our Trade Training Centres, as well as Metals and Engineering. Courses studied through the TAFE were Human Services, Electrotechnology, Automotive and Information and Digital Technology.

Year 12 students attaining HSC or equivalent vocational education qualification

Forty-seven students completed the Higher School Certificate in 2016. One student received a Record of School Achievement.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	20.1
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	11.78
Other Positions	7.1

*Full Time Equivalent

1% of staff identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	29

Professional learning and teacher accreditation

Ongoing, structured professional learning has been embedded in the timetable structure at Willyama High School. This is in the form of cross-faculty Professional Learning Groups (PLGs) who meet fortnightly in a well-resourced professional learning room. Sessions are planned for and led by our Head Teacher Professional Learning.

Total school expenditure on professional learning for staff was \$68 785. The two school development days were moved from the end of the year to the beginning of the year after consultation with the school community. School development days throughout the year focused on a number of topics including the HOW2Learn modules, new mandatory face-to-face training in anaphylaxis and CPR as well as mandatory training in child protection, Code of Conduct and Health and Safety. Joint sessions were held across the schools in Broken Hill with presenter Dan Haesler

focusing on the importance of developing a growth mindset in schools. KLA-specific sessions were held to collaboratively develop each others skills in planning, programming and assessment practices. SLSOs were provided with joint sessions across schools in Broken Hill designed to develop their knowledge and capacity. All members of staff participated in the school development days throughout the year.

Nine teachers gained their accreditation and five teachers maintained their accreditation at Proficient level. One teacher is seeking accreditation at Lead level.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	854 347.08
Global funds	525 465.84
Tied funds	470 842.46
School & community sources	97 351.88
Interest	18 918.15
Trust receipts	19 772.63
Canteen	0.00
Total income	1 986 698.04
Expenditure	
Teaching & learning	
Key learning areas	33 735.90
Excursions	39 803.67
Extracurricular dissections	15 499.48
Library	16 390.91
Training & development	0.00
Tied funds	425 880.80
Short term relief	54 461.89
Administration & office	140 294.76
School-operated canteen	0.00
Utilities	166 628.51
Maintenance	30 142.95
Trust accounts	20 021.16
Capital programs	36 508.77
Total expenditure	979 368.80
Balance carried forward	1 007 329.24

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.

A comparison of our NAPLAN results from 2015 to 2016 shows:

The percentage of Year 7 students in the top two bands (proficient level) has improved showing increases for reading (8% to 20%), writing (1% to 5%), spelling (15% to 20%), grammar and punctuation (9% to 25%) and numeracy (7% to 15%).

The percentage of Year 7 students in the bottom band (below National Minimum Standards) has also shown improvement decreasing for reading (8% to 5%), writing (25% to 18%), spelling (21% to 12%), grammar and punctuation (24% to 8%) and numeracy (8% to 6%).

The percentage of Year 9 students in the top two bands (proficient level) has increased for spelling (5% to 13%) and grammar and punctuation (4% to 13%) but has decreased for reading (12% to 10%), writing (8% to 1%) and numeracy (12% to 10%).

The percentage of Year 9 students in the bottom band (below National Minimum Standards) has improved showing decreases in numeracy (8% to 6%) and grammar and punctuation (21% to 18%). Reading has shown a slight increase (11% to 13%) and writing (33%) and spelling (17%) have remained the same.

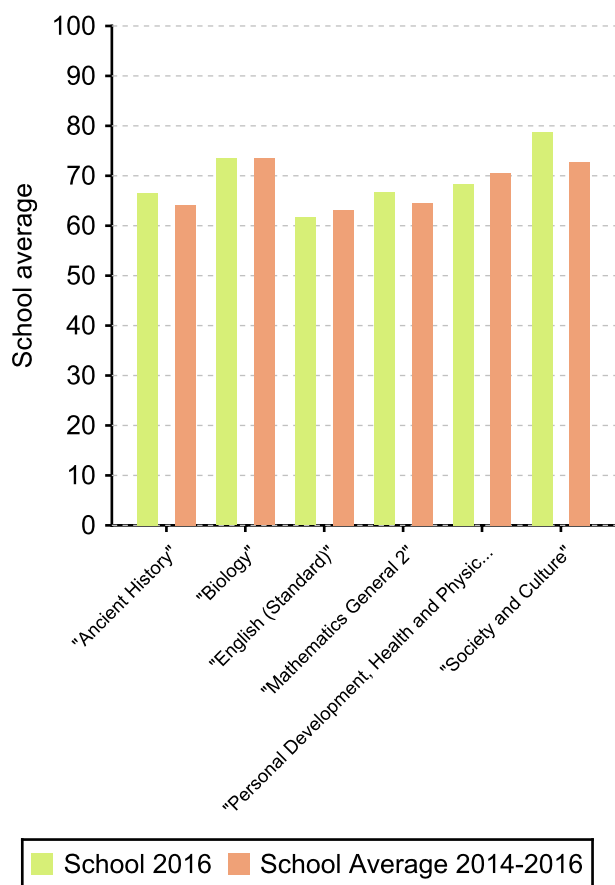
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>



Higher School Certificate (HSC)

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

Our HSC Dux Grace McLean achieved outstanding results in the HSC including Band 6s in Society and Culture, Legal Studies and Ancient History.



In 2016, the school achieved ten Band 6 (90–100) results in individual subjects in the HSC. This was a very significant improvement on previous years. Band 6s were achieved in Society and Culture (3), Personal Development, Health and Physical Education (3),

Ancient History (2), Legal Studies (1) and Engineering Studies – Distance Education (1). The proportion of HSC students with at least two Band 5 and 6 results increased from 6% to 22%. Subjects that performed above the state mean include Chemistry, Construction, Mathematics, Metals and Engineering and Society and Culture.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about our school. In 2016, our school used the respective Tell Them From Me (TTFM) surveys for students, staff and parents. A summary of their responses is presented below:

- The majority of students felt they had positive relationships at school including friends they can trust and who encourage them to make positive choices.
- The percentage of students who felt that learning time was effective with important concepts taught well was above the state average.
- A significant number of students (above the state average) stated that classroom instruction was well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- The majority of parents stated that they feel welcome when they visit the school and can easily speak with their child's teachers.
- Teachers reported that collaboration between staff members has improved and they work with school leaders to create a safe and orderly environment.

Policy requirements

Aboriginal education

Aboriginal students have been provided with access to a number of in-school programs to help improve their educational outcomes. A tutor has been continued to be employed to provide support, guidance and mentoring for Aboriginal students in all years, focusing on years 7–10. A qualified tutor was employed part-time to support and provide additional instruction for Year 11 and 12 Aboriginal students.

There were mixed results for Aboriginal students in NAPLAN for Years 7 and 9 in both literacy and numeracy. Average scaled score growth was above the state average in year 7 reading, spelling and grammar and punctuation. 71.4% of year 7 Aboriginal students achieved expected growth in numeracy. Average scaled score growth was above the state average in year 9 reading, spelling and numeracy. There has been an overall decrease in the number of students in the bottom band in literacy and numeracy for both both year groups. Unfortunately, there is still an under representation in the top two bands.

Our school's Aboriginal Education Team (AET) has continued to meet every third Tuesday to discuss and

implement strategies to provide opportunities for Aboriginal students and implement strategies to improve their educational outcomes guided by the Aboriginal Education Policy. The team has also discussed strategies for further professional learning for new staff in incorporating Aboriginal perspectives into teaching and learning programs within the current school wide focus on implementing the quality teaching framework. Specific teaching programs in 7–10 history classes have focused on educating all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

Our school entered the local schools' NAIDOC week banner design competition again this year. Our school won the competition with the winning design proudly displayed in the front foyer of the school.

The Trumper–Marsh scholarship continued in 2016. This scholarship is given to acknowledge and honour our school's most deserving Aboriginal student(s) with the focus on diligence, adherence to core values and the pursuit of a healthy lifestyle. Congratulations to Sammarah–Lea Williams and Beckham Cunico for their awards.

Personalised Learning Plans (PLPs) were created for all Aboriginal students after parental and student consultation. This has enabled improved levels of communication between students, staff and parents with a focus on working together to improve educational outcomes for our students.

Adam Galea completed his HSC as our first Aboriginal school captain. Adam is an outstanding role model for all students and he greatly developed his confidence and strengthened his leadership skills during his time in this role.



Multicultural and anti-racism education

Our school has a trained staff member who is the Anti–Racism Contact Officer (ARCO). They are responsible for reviewing practices and procedures in the school to support cultural diversity. All teachers have incorporated cross–curricular syllabus

including multicultural education, into scope and sequences and teaching programs. This is supported and monitored through our school's supervision policy.