

Wyong High School

Annual Report



2017



8166

Introduction

The Annual Report for 2017 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 760 students, including 110 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.

Wyong High School 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 the school conducted a self-assessment using the School Excellence Framework after participating in an external validation the previous year. 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.

Consistent with the process of self-assessment and mirroring the process of the 2016 external validation, a body of evidence was prepared, reviewed and annotated. The results of this process has indicated areas of strength and areas for development to be targeted in the 2018– 2020 School Plan.

In the Learning domain, positive learning culture has been a continued focus through a deep understanding of and shared commitment to high expectations across the school learning community. A whole school focus on the Positive Behaviour for Learning (PBL) program has ensured students, staff and the broader school community have an understanding of the behaviours, attitudes and expectations that enhance wellbeing. This has lead to improved student learning outcomes. This is evidenced through Tell Them From Me (TTFM) and weekly review of PBL data. There has been a continued 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 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 continues to demonstrate improvements for students in literacy and numeracy. A revised Assessment Policy enables students greater transparency of the criteria for assessment. Wyong High School 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.

In the Teaching domain, our major focus of increased collaboration of staff through an input, practice and reflections

cycle of staff development utilising staff meeting time for strategic teacher professional learning has seen its second year of implementation. Established protocols for PDPs around observation and feedback continue to enable more effective professional learning targeting to school and professional needs. Teachers are working together across KLAs in scheduled focus meetings on literacy and numeracy, technology and AVID and are strategically targeting student learning needs. As a Bump it Up school, there is a focus on greater use of data analysis with assessment practices to monitor student learning and improved school performance.

In the domain of Leading, the school has continued to seek opportunities to engage the broader community for feedback on school performance and perceptions. and we are responding through planned and strategic administrative practices. The continued strategic resourcing of a paraprofessional has seen further increases in community partnerships. School resources are targeted to improve learning spaces and even greater access to technology. Professional learning and resources are to implement to support the established curriculum modified classes as well as improve student learning for the middle cohort and those identified in the selective programs. The school will continue to focus on succession planning and building of capacity through leadership development to drive whole-school improvement.

Our self-assessment and the external validations process over the last two years has assisted 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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 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 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.

Staff are being supported to be able to accurately assess student literacy and numeracy needs and develop differentiated programs to move students to age appropriate outcomes and beyond. By allocating professional learning opportunities, staff have developed and shared best practice in developing literacy and numeracy assessment tools as well as collaboratively developed resources to improve student outcomes. As a result, more students are engaged in learning through explicit teaching of literacy and numeracy across all key learning areas.

Support has been provided to a targeted group of students with additional needs with a focus on improving literacy and numeracy as well as increased engagement, attendance and wellbeing. An additional teacher has been employed to support these students with an adjusted curriculum meeting their learning needs and an additional Head Teacher Student Services has implemented wellbeing programs and systems to improve school attendance. As a result, students who have previously displayed disengagement at school are now engaged with improved wellbeing, attendance and satisfaction. They are achieving learning success and are more confident in their own learning.

The revised Assessment Policy this year will enable students a greater transparency of the criteria for assessment.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
utilisation of technology to empower student learning		Achieved.

Next Steps

1. Cooperative learning strategies will be implemented for numeracy delivery across all KLAs.
2. Opportunities for GATS students will continue to be developed, initiated and extended.
3. Tracking of student performance against HSC, NAPLAN, ESSA, ROSA and internal school performance will continue to measure value added growth.
4. A targeted approach to whole school PBL will be consistently implemented. Rock and Water program and WLC Peer Literacy/Numeracy programs, maintained or extended.
5. 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

There has been a continued focus of increased collaboration of staff through an input, practice and reflection cycle of staff development utilising staff meeting time for strategic teacher professional learning. The established protocols for PDPs around observation and feedback provide a more effective professional learning targeting to school and professional needs. Teachers are worked together across KLAs in scheduled stage meeting times with a focus on improving literacy and numeracy outcomes. As 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 has seen improved student performance.

We have worked to provide opportunities to improve student aspiration and learning outcomes with a focus on improved student outcomes in writing, increased opportunities with inquiry based learning, collaborative learning, developing organisational skills and improving reading. Resources and tools for academic rigor and support are being developed through collaboration across school sites and in partnership with tertiary institutions. Wyong High School is registered with the AVID Institute providing unique professional learning opportunities for staff to improve student learning.

Progress towards achieving improvement measures

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

Next Steps

1. Continued expansion of the WHS AVID program with additional AVID training opportunities for KLA staff.
2. Staff to complete 2018 PDP goals aligned to the SSP and complete with support, the planning, observation and self-assessment cycle.
3. NCCD to be conducted inclusive of mandatory updates to procedures. All Aboriginal students to have PLPs completed and regular mentoring meetings conducted to plan, track and celebrate achievements.
4. Maintenance of the WLC Handover Day to 1 per semester to ensure successful transition for incoming Year 7 students.

5. Maintain EAL support through 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

With opportunities like P–TECH,

Wyong High School is a part of the expanded Australian Government pilot P–TECH Strategy, with a focus on improving Science, Technology, Engineering and Mathematics (STEM) capability. This involves key industry and education stakeholders across the Central Coast. Through programs like P–TECH, we have seen increased collaboration with the broader community, thus providing increased opportunities for students, particularly in the areas of STEM. The school has also increased opportunities for feedback on school performance and perceptions and is responding through planned and strategic administrative practices. The strategic resourcing of a paraprofessional and appointed Industry Liaison Officer has seen an increase in community partnerships. School resources were again targeted to improve learning spaces and greater access to technology. There has been targeted professional learning and resources to implement and lead the Bump It Up program, curriculum modified classes as well focus on improving student learning for the middle cohort and those identified in the selective programs.

Progress towards achieving improvement measures

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

Next Steps

Consultation has moved beyond the Senior Executive and School Executive teams to allow for amore 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.

1. Bump it Up data collation strategies were initiated and explicit strategies to support literacy and numeracy development in all KLAS were implemented.

2. Core staff to participate in the Year 10 subject selection interviews to guide decision making.
3. Wyong High School to 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer \$64,388</p> <p>Additional tutoring for Aboriginal students \$10,000</p> <p>Resources for community events and reconciliation events \$3,700</p> <p>Aboriginal Student Individual Sponsorship \$31,287</p> <p>Personalised Learning Support for Aboriginal Students \$14,187</p> <p>Teacher Professional Learning – AECG 3 day Connecting to Country workshop \$2,000</p> <p>Community engagement with Elders, Cooking for National ATSI Youth Day, Community BBQ, Making Dance Costumes and Aboriginal Assembly of Excellence \$1,500</p>	<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. Using teacher mentors, student goals are defined, monitored and communicated to classroom teachers to improve educational 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 Junior AECG workshop, Leadership Workshop for Acknowledgment of Country, NIASDA Cultural Dance workshop and leading Primary School Cultural visits.</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>Students attended a 2 day Cultural Camp and participated in various cultural activities facilitated by community elders.</p>
English language proficiency	Total funds \$8,415 for a specialist teacher.	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.
Low level adjustment for disability	Total funds \$22,971 for additional SLSO and a 1.3 staffing allocation.	<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>
Socio-economic background	<p>Paraprofessional \$35,432</p> <p>Additional SLSO support</p>	Paraprofessional employed to build stronger community links and provide greater opportunities for students.

Socio-economic background	<p>\$25,000</p> <p>HT Admin position Term 4 \$40,000</p> <p>Maths resources \$6,459</p> <p>Additional teacher to support learning in modified curriculum class \$60,000</p> <p>Attendance notification system \$8,000</p> <p>PBL program professional learning \$15,000</p> <p>Professional learning to evaluate school plan \$800</p> <p>Wyong Learning Community numeracy program \$6,000</p> <p>Professional learning to support student learning \$22,000</p> <p>Student voice \$5,000</p> <p>Library equipment upgrade \$10,000</p> <p>Assessment, reporting and feedback professional learning \$7,000</p> <p>AVID teacher relief to explore and develop programs \$7,000</p> <p>teacher relief for classroom observation and feedback aligned to school plan and PDPs \$15,296</p>	<p>Additional SLSO to support identified students reach learning outcomes in our mainstream setting.</p> <p>Maintenance 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 and Life Skills adjustments in mainstream curriculum.</p> <p>PBL targeted programs to support school based targets.</p> <p>Expansion of AVID program including renewed registration with AVID Australia. 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 including the establishment of a STEM learning space.</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 in student led programs supporting learning, wellbeing and engagement across the school setting.</p>
Support for beginning teachers	<p>Total funds \$44,214 for teacher relief and additional professional learning.</p>	<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> <p>Wyong High School received additional funding for beginning teachers in the teacher's first and second year of permanent teaching. Wyong High School had one Beginning Teacher permanently appointed in 2014 and in 2015. These teachers received support for their first and second year. In 2016 the school had three teachers in their first year and one in their second. In 2017 the</p>

Support for beginning teachers	Total funds \$44,214 for teacher relief and additional professional learning.	school has three in their second year.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	387	397	413	402
Girls	333	337	333	338

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	2014	2015	2016	2017
7	92.1	92.4	92	92.2
8	88.3	89.7	90.3	89.3
9	87.7	88.4	88.4	89.4
10	84.8	87.3	87.6	86.6
11	87.6	89.2	86.6	85.8
12	89.2	91	89.4	88.9
All Years	88.1	89.7	89.2	88.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Allocated resourcing has been used to target attendance and a steady increase in attendance has been achieved since 2013. Our 2017 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	0	0	4
Employment	0	0	42.7
TAFE entry	0	0	5.3
University Entry	0	0	28
Other	0	0	8
Unknown	0	0	12

This survey reflects a 89.3% response rate from all students from Wyong High School who sat the HSC in 2016. The total number of students was 84.

The data indicates the destinations of Wyong High School students who completed their HSC in 2016.

Apprenticeships include: Carpentry (2), Chef (1), Electrical (1), Greenkeeper(1), Mechanical (4), Plastering (1).

Traineeships include: Childcare (2).

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:

Retail – 3 (25%) – Retail Management, Full Time Retail positions

Year 12 students attaining HSC or equivalent vocational education qualification

All of the students who completed Year 12 qualified for the HSC and/or VET qualification in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	43
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2.6
School Administration & Support Staff	16.28
Other Positions	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 and the Unleash Learning program whole school NCCD training, Mentoring using Aboriginal Professional Learning Plans and Building Aboriginal Culture and using NAPLAN data and Bump it Up 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 four after school extended staff meetings with a focus on learning AVID strategies to support student learning in all key learning areas and the Making Bullying History workshop to support student wellbeing.

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 2017 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 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	287,839
Revenue	9,505,265
Appropriation	9,204,339
Sale of Goods and Services	25,749
Grants and Contributions	264,428
Gain and Loss	0
Other Revenue	4,801
Investment Income	5,947
Expenses	-9,315,190
Recurrent Expenses	-9,315,190
Employee Related	-8,545,998
Operating Expenses	-769,192
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	190,075
Balance Carried Forward	477,914

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,645,311
Base Per Capita	120,357
Base Location	0
Other Base	6,524,954
Equity Total	828,761
Equity Aboriginal	99,308
Equity Socio economic	509,742
Equity Language	8,415
Equity Disability	211,295
Targeted Total	1,179,373
Other Total	413,019
Grand Total	9,066,463

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

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 Band4 (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 2017 NAPLAN data indicated 12.2% of students in the top 2 bands in numeracy, 15.1% in the top 2 bands of reading and 4.2% in the top 2 bands of writing.

In 2017, Wyong High School had 119 candidates in Year 7. This cohort demonstrated improved performance across band 7 reading and band 8 spelling.

15% of Year 7 students were at proficiency level for reading; 4% for writing; 29% for spelling; 15% for grammar and punctuation.

Literacy trend data for Year 7 shows a modest decline in performance from 2016 with 51.7% of students greater than or equal to the expected growth in reading and 44.0% of students greater than or equal to the expected growth in writing. 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 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The 2017 NAPLAN data indicated 10.8% of students in

the top 2 bands in numeracy, 2.9% in the top 2 bands of reading and 6.5% in the top 2 bands of writing.

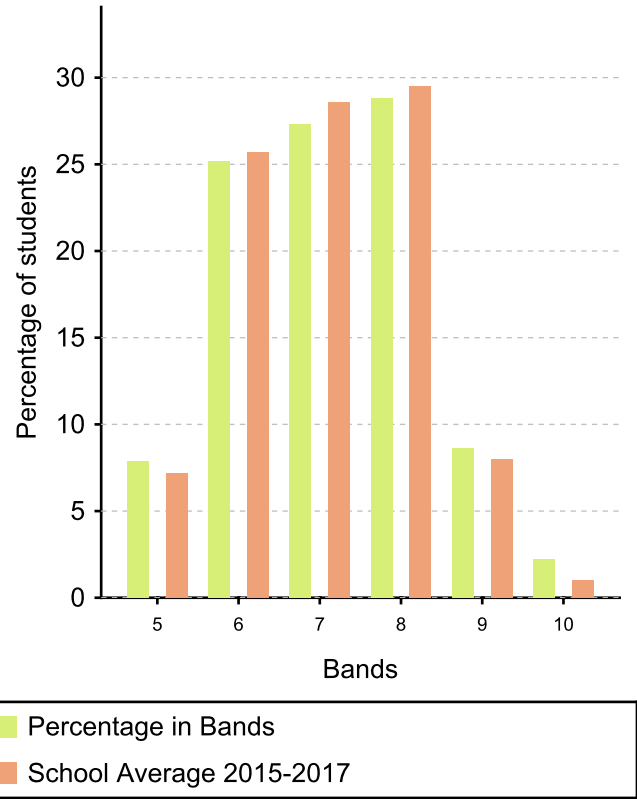
In 2017, Wyong High School had 139 candidates in Year 9. This cohort demonstrated improved performance across bands 9 & 10 reading and bands 8 & 9 for writing.

11% of Year 9 students were at proficiency level for reading; 3% for writing; 17% for spelling and 9% for grammar and punctuation.

Literacy trend data for Year 9 shows a modest improvement from 2016 data with 55.6% of all students performing greater than or equal to expected growth in reading and 48.1% performing at greater than or equal to expected growth in writing.

The proportion of students at or above National Minimum Standard in Year 9 NAPLAN for reading 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 area of reading. 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 9 Reading



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

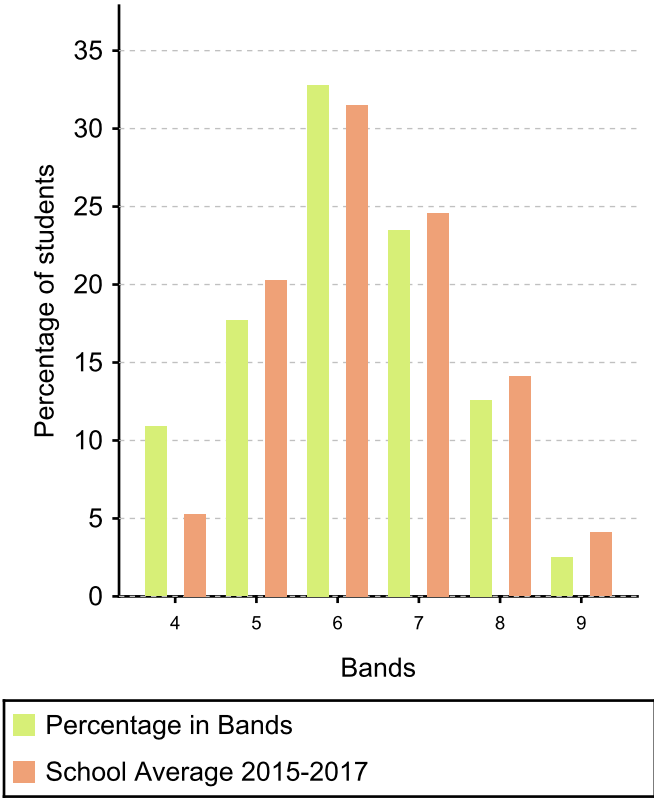
119 year 7 Wyong High School candidates sat for the NAPLAN numeracy test in 2017. Of these, 13.6% were placed in the top 2 bands for Numeracy; 11.8% in the top 2 bands for data, measurement, space and geometry and 16.8% in the top 2 bands for number, patterns and algebra. There is an overrepresentation of students in the middle NAPLAN bands resulting in Wyong High School 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 a modest improvement in performance since 2016 with 63.2% of Wyong High School students reaching the expected growth since year 5 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.

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

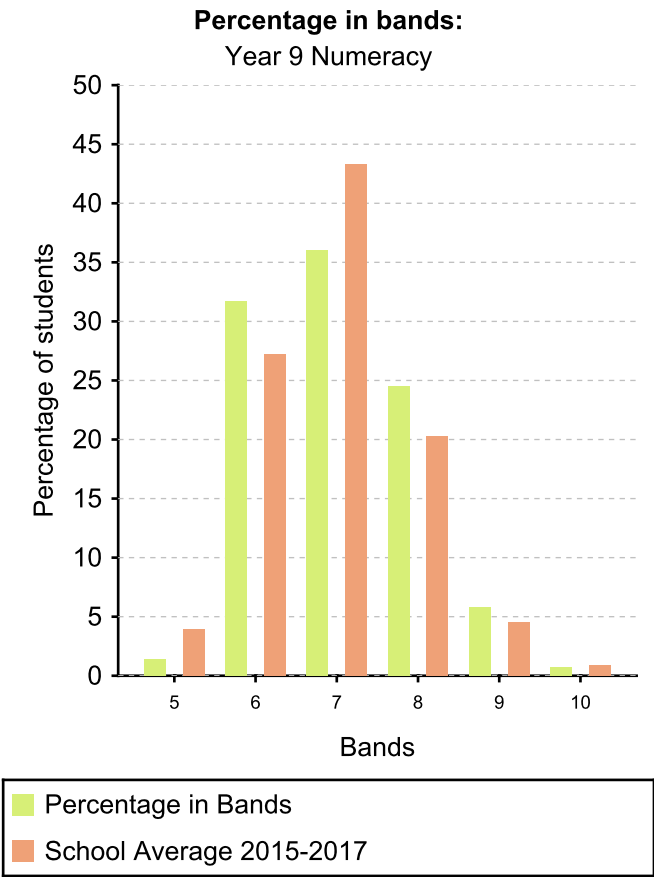
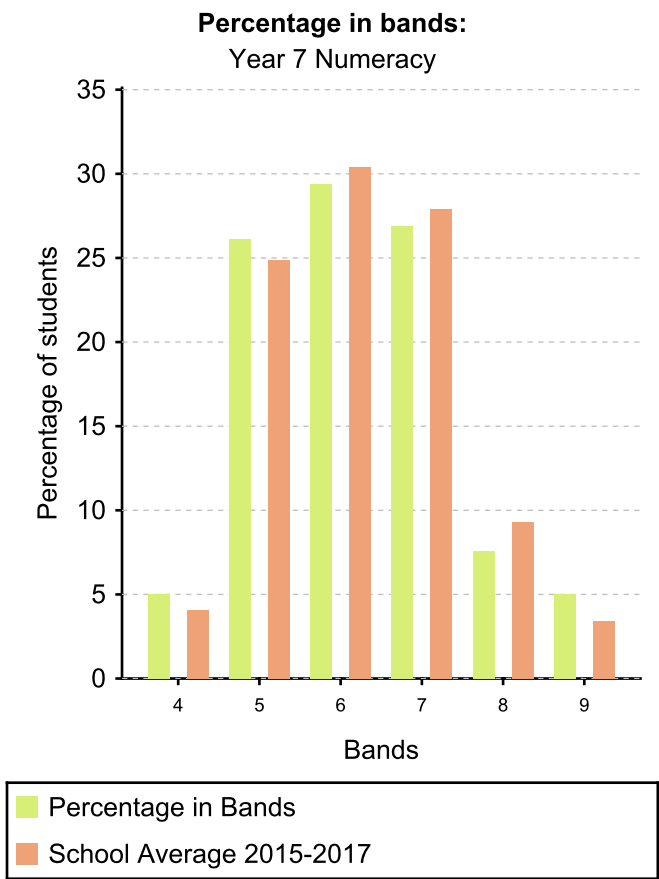
139 Year 9 Wyong High School candidates sat for the NAPLAN numeracy test in 2016. Of these, 2.6% of students scored in the top 2 bands of numeracy; 3.6% scored in the top 2 bands for data, measurement, space and geometry and 6.5% of students scored in the top 2 bands for number, pattern and algebra. This overrepresentation of students in the middle NAPLAN bands has resulted in Wyong High School being

Percentage in bands:
Year 7 Reading



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 an increase in performance in all areas from 2016 with 58.5% of Wyong High School 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.



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 explicit strategies that specifically address inferential comprehension and other individual areas identified in the NAPLAN data.

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 decreased for reading and numeracy.

The percentage of Year 9 students in the top two bands in 2017 has increased by over 5% for numeracy and by 3% for reading.

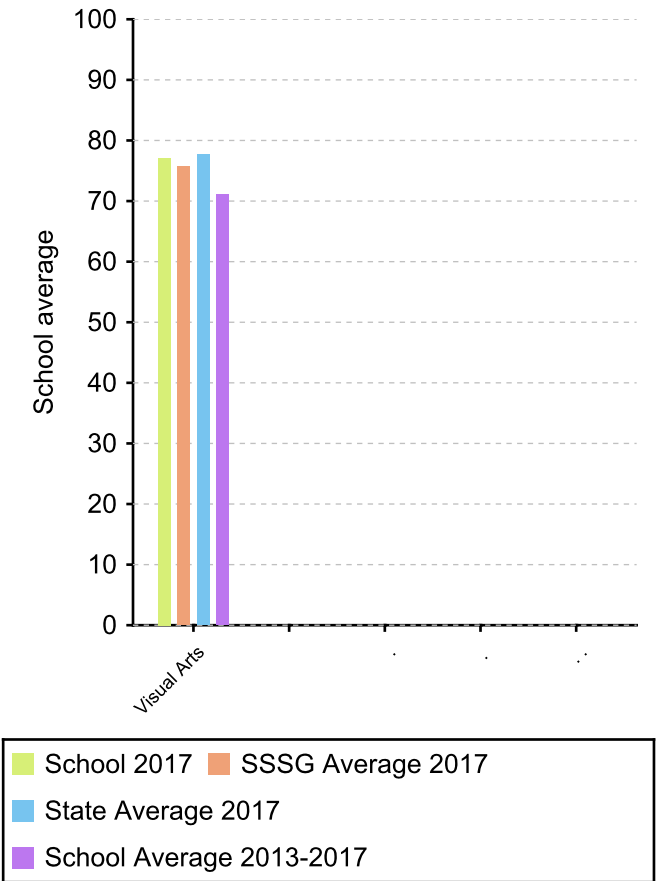
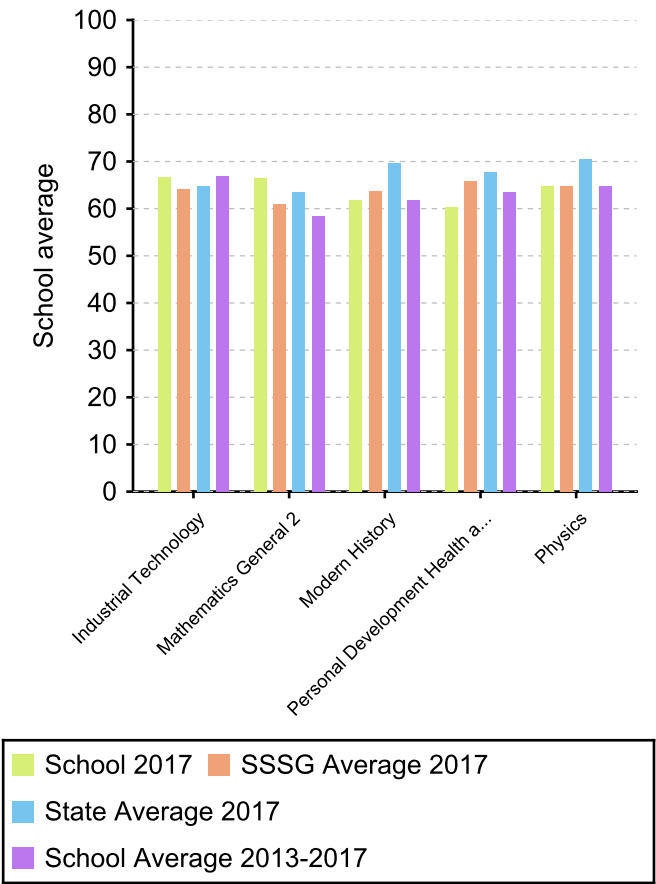
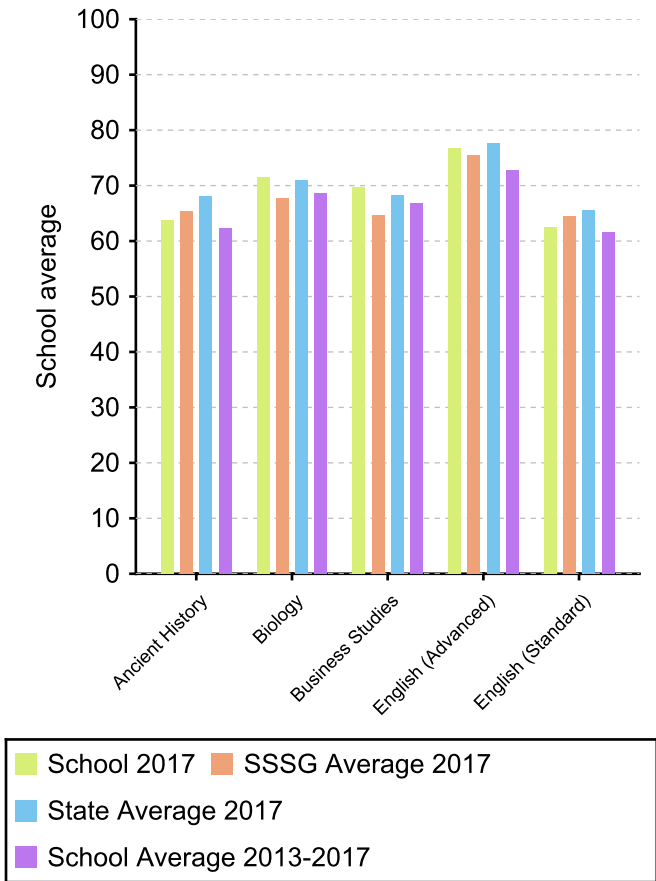
Another reporting requirement from the **State priorities: Better services– Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

5.3% percent of Year7 Aboriginal students were in the top two bands for reading and there were no Year 7 or 9 Aboriginal students in the top two bands for numeracy at Wyong High School.

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 and in 2017 the school doubled the number of band 5 results compared to the previous year. 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.



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. The Taste of Wyong program was launched to engage students from our partner primary schools in a range of KLA activities at Wyong High School. Students from years 4 – 6 enjoyed two afternoons of engaging activities that included and introduction to KLA courses as well as AVID and STEM.

Students were involved in four school based forums through the Wyong High School 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.

Wyong High School has an enrolment of 108 Aboriginal and Torres Strait Islander students. In 2017 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 focusing 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 Wyong High School. The focus of this ceremony was its recognition of student achievement and celebration of culture. One of our students achieved an award for Student Leadership and also achieved the Aboriginal Student of the Year for the Central Coast Region for his work in the school and community.

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, staff 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, Darkinyung 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, bushtucker, 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 2017 included The Young Men's program with Family Wellbeing Central Coast Primary Cares, Welcoming BBQ to acknowledge new and existing Aboriginal families at Wyong High School, 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.