

Wyndham College

Annual Report



2017



8277

Introduction

The Annual Report for **2017** is provided to the community of **Wyndham College** 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.

Karen Smith

Principal

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Message from the Principal

Wyndham College is a comprehensive senior high school in Western Sydney, enrolling students in Years 11 and 12 from the Nirimba Collegiate Group of Schools. The college draws students from the Year 7–10 schools within the collegiate—Quakers Hill, Riverstone and Seven Hills High Schools, and also enrolls students who have been previously part of the non-government sector.

Situated on the Nirimba Education Precinct (NEP) in Quakers Hill, Wyndham College is co-located with: Western Sydney University—WSU The College, Western Sydney Institute of TAFE—Nirimba and St John Paul 11 Catholic College senior campus. Wyndham College has a direct educational relationship with the other members of the consortium, along with welfare, administrative and environmental linkages. Sharing of some facilities is also benefit to the partners. The NEP was established as a multicampus community, developing seamless learning pathways between the senior secondary colleges, the TAFE, WSU—the College and the wider university in a unique learning environment.

During 2017 Wyndham College undertook a number of projects to enhance outcomes and improve engagement for students of the college. The college continues to explore the development of alternate curriculum structures to better serve the needs of students continuing to age 17. A significant component of this initiative relates to the construction of the Hospitality Trade School which has been fully operational since 2011. In 2016, the college created another alternative curriculum for disengaged students called 'Build-a-Bike'. The first cohort graduated in 2017. This program continues to grow in popularity.

Over the past decade, the college has continued to broaden its subject offering to students and boasts the broadest HSC curriculum in NSW as confirmed by NESA.

Also important in meeting the needs of students have been major initiatives in: Welfare/Well-being—mindmatters program, Literacy learning, called ALARM (A Learning Responding Matrix); Numeracy Learning, called MAGIC (Meaning, Attack, Generate, Interpret and Communicate) and Gifted and Talented Education through the formalisation and operation of 'Platinum Classes'. The college continues to refine these initiatives to meet the needs of all our students.

Wyndham College is well placed to continue its excellent service to all its students. This was highly evident in the outstanding HSC results achieved in 2017, along with the many other outstanding achievements by our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

At Wyndham College, we work in partnership with the whole school community to create a safe supportive environment which will challenge and enable all students to identify and move towards reaching their potential.

Our legacy will be the nurturing of young adults who have developed a love of learning, a suite of 21st century skills, a comprehensive global outlook and a willingness to constructively participate in the wider community.

School context

Wyndham College provides a range of educational options for stage 6 students. The College offers a broad range of senior curriculum, supported by an ethos of adult learning which is linked to an extensive student support program.

Wyndham College is located in Quakers Hill on the Nirimba Education Precinct, and is a comprehensive senior high school and draws students from the three 7–10 schools within the Nirimba Collegiate (Quakers Hill, Riverstone and Seven Hills High Schools). In addition to this our reputation for the provision of high quality education attracts a significant number of students from the private schools sector.

There are currently 738 students enrolled in the College.

Of these, 24 students identify as Aboriginal and Torres Strait Islanders.

The College partners within the Nirimba Precinct are: UWS College Nirimba Campus, Western Sydney Institute of TAFE (Nirimba College) and the Catholic Education Office Parramatta Diocese (St John Paul II Catholic College).

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.

The results of this process indicated:

Wyndham College has a strong and positive culture that is built on a core belief of working together to widen horizons in an adult learning environment. Wyndham College has an enrolment of approximately 750, with a Support Unit of 45 students. Wyndham College is located on the Nirimba Education Precinct and has strong links with its precinct partners of WSU The College, Nirimba TAFE and St John Paul II (Senior Catholic College). Enrolments have steadily grown due to valued and nurtured partnerships with Collegiate schools and Precinct partners. The College provides quality teaching and learning and the most extensive curriculum offering in Stage 6 across NSW for students. The College has an extensive transition and support program to ensure all students find success in Stage 6. As a school we continue to

strive for excellence by providing high quality educational experiences and opportunities for each and every student.

LEARNING

The results of this validation process indicated that in the SEF domain of Learning, we are predominantly Sustaining and Growing, with the emphasis on “growing”. As a College, our philosophy of learning has been built on a set of beliefs about learning that value the individual knowledge, experiences and skills that students bring to every learning experience, and the importance of acknowledging this diversity in developing effective learning paths for students. Students flourish when engaged in rich and meaningful learning experiences that develop the skills necessary for success in wider society.

As a College we provide opportunities to support all our students, and continue to strengthen the relationships that procure their success, while differentiating for individual learning needs. These relationships ensure our College has a strong learning culture that celebrates high levels of engagement across the College.

Overall, we determined that for the elements of Wellbeing, Curriculum and Learning, Assessment and Reporting, as well as Student Performance Measures, we are Sustaining and Growing. We have a clearly defined Wellbeing framework and procedures supporting students and staff. We consolidate the relationship between welfare and learning, by implementing a process that measures improvement in wellbeing through the Mind Matters Program. The College has developed an effective post-school destination program that supports our students to transition from secondary education. It enables the College to measure the success of our students post school.

For Curriculum and Learning, and Assessment and Reporting, we are on a steady path towards excelling, with our future focus on strengthening evidence-based teaching practices across KLAS. Further to this descriptor, we are actively growing our innovative delivery mechanisms, particularly the use of online learning platforms, outdoor learning spaces, flexible learning environments and 360° classrooms, to consolidate a blended model of learning across KLAS that utilises traditional and innovative pedagogies to enhance student learning outcomes. The element of Student Performance Measures, required a detailed analysis of key quantitative measures; our positive HSC results easily reflect strength, and we continue to sustain and grow in this element.

TEACHING

The results of this validation process also indicated that in the SEF domain of Teaching, we are predominantly Sustaining and Growing. The artefacts provided indicate that our high quality teaching practices are underpinned by engagement and innovation, ensuring student and teacher learning opportunities are relevant and meaningful, this is reflected in enhanced attendance data. Staff actively engage in evaluative thinking through their individual and collective analyses of student performance data, as well as other student feedback, and make informed pedagogical decisions around the ongoing learning of students. We have a highly collaborative and supportive culture of teacher professional learning that is differentiated and utilises the expertise of teachers to build the capacity of colleagues. Our professional learning culture utilises a process where observations of practice and timely feedback enhances teacher quality and ensures best practice is espoused by all staff.

In the Excelling descriptor for Effective Classroom Practice, the leadership team found the component *“teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning”* problematic for a senior college context, as we determined “review” to be a formal process that can be validated with tangible evidence, despite our knowledge that effective formative assessment practices are in place across the College.

Our growth in this area is seen through the implementation of Differentiating Curriculum to cater for all students as well as teachers drawing on evidence-based research to improve their performance and development. We believe there are several programs across our Evidence Sets that indicate teachers are working beyond their classrooms to contribute to broader school programs, and in doing this, are collectively working towards the achievement of our Strategic Directions. As such, our judgement of Data Skills and Use, as well as Professional Standards, was Sustaining and Growing.

LEADING

The results of this validation process also indicated that in the SEF domain of Leading, we are predominantly Sustaining and Growing. The strong, effective leadership that is a core component of our school culture is driven by high expectations, as well as a collective responsibility for learning, engagement and success. There are many leaders across the school context who have a sense of ownership over the Strategic Directions, and work passionately towards the realisation of our shared vision. Our leadership teams are reflective and collaborative, ensuring the continued success of students through strategic planning, informed decision-making and deliberate visibility. We are building leadership density by recognising expertise and increasing initiatives where the college can improve educational opportunities for students.

For the element School Planning, Implementation and Reporting, we determined that whilst many staff can articulate the purpose of our strategic directions, particularly because we developed a system of “teams” where all teachers are active participants in programs that meet the strategic directions, we saw further opportunity to enhance the school planning

process. Our workforce planning strategies that support curriculum provision and the recruitment of specialist quality staff indicated potential growth could be harnessed in succession planning and leadership development in order to drive school improvements. Our SEF saw the element of School Resources as Excelling. We determined the college has extensive school facilities that best meet the needs of students and precinct partners.

Thus, across the domains of Learning, Teaching and Leading, we have made consistent on balance judgements that indicate we are a strong, dynamic school that is embracing tremendous growth. We are beyond delivering; we are truly immersed in sustaining and growing our school, with a shared vision for achievable excellence in the near future. Our focus areas for future educational growth are centred around lifting achievement in all Stage 6 courses ensuring evidence-based practices are visible in all classrooms; building more innovative flexible learning environments; instilling sustainable quality professional learning and driving quality curriculums that forge an authentic link between students' cognitive wellbeing and the learning process.

Our self-assessment process will assist the school to refine 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

Strategic Direction 1: Consistent, high standard of educational practice

Purpose

To provide a high standard of education through innovative pedagogy, student engagement and quality teaching that enables all learners to succeed.

Overall summary of progress

Milestones content indicates that there have been significant movements towards the achievement of a consistent, high standard of educational practice. Data from SMART and SCOUT, which is carefully analysed on a Faculty and whole school basis indicates that the college is on the right path and is addressing areas of concern.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Post school data correlates with identified aspirations to be greater than 70%.	SLSOs employed to assist with students experiencing learning difficulties—\$135,000	All students with Learning Support needs were prioritized to have a Learning Plan flagged on Sentral and given learning support assistance.
All students who require educational plans are accessible on Sentral.	Executive Conference to discuss and plan further and future directions—\$12,500	All students in the Special Education Unit have IEPs
Students with identified Learning and Support needs are flagged on Sentral.		HSC data package analysed and areas of need identified
Students across the College show an increased completion of assessment tasks.		Faculties have conducted in-depth analyses of HSC data and RAP packages and remediation/improvement strategies are in place.
Student attendance reflects further improvement.		All subjects to improve in "value added".
Retention rates from Preliminary to HSC course increased by 10%.		All Preliminary, HSC courses and learning programs are of high quality and delivered in compliance with BOSTES regulations and monitored throughout the year.
All subjects to improve in "value added".		Explicit high quality teaching and assessment practices across the College include timely, accurate and meaningful feedback to students for improvement.

Next Steps

Collegiate continuum to be further addressed to ensure preparedness and continuity from Stage 5 to Stage 6 teaching and learning.

Faculty programs and delivery to be further refined to ensure effective differentiation and the embedding of quality teaching elements, aligned with the School Excellence framework.

The College continued to offer alternative curriculum choices, including 'Build a Bike' and Sports Coaching for students under 17 years of age who are not engaged in an academic curriculum.

Strategic Direction 2

Strategic Direction 2: Staff and students leading, learning and connecting

Purpose

To foster a culture of cyclical professional development, practices and reflection that develops pedagogical skills, leadership experience and connections to the College and its community.

Overall summary of progress

Milestones information records that this is a significant area of development. More staff have been involved in PL activities and this is reflected in classroom delivery.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff will engage in professional learning.</p> <p>A professional learning plan is developed by each faculty.</p> <p>Professional learning is registered on MyPL@det.</p> <p>All staff undertaking accreditation are successful in achieving and maintaining their accreditation.</p> <p>Increased number of students involved in student leadership programs.</p> <p>Closely monitor the Performance and Development Plans (PDP) and implement the DoE changes.</p> <p>Review succession programs for staff.</p>	<p>Many staff took advantage of Professional Learning activities –\$11,200</p>	<p>Review and evaluate systems and processes for continuous improvement. Teacher PL opportunities availed to ensure best practice in programming and delivery</p> <p>Google Apps training for all staff with practical classroom applications. Student involvement and immersion also involved</p> <p>Teachers seeking accreditation at enhanced levels have been provided opportunities for professional development through observation, evidence gathering and reflection.</p> <p>Regular 'needs driven' learning opportunities for all staff</p> <p>Monitoring of PDPs to determine Professional Learning requests from staff.</p>

Next Steps

Professional Learning Team presents evidence collection frameworks to staff. Evidence collation for accreditation at enhanced levels.

Professional Learning with Collegiate partners to ensure a quality continuum of learning from Stage 5 to Stage 6.

Professional Learning amongst a network of secondary schools to share best practice in curriculum and delivery.

Staff engaged in PL activities to report back to staff on the initiatives and outcomes.

Strategic Direction 3

Strategic Direction 3: Holistic development of students as resilient, independent citizens

Purpose

To build an inclusive, holistic educational environment that connects students within the College and the wider community to enhance their development as independent and resilient 21st Century citizens.

Overall summary of progress

This is an important role for the college. Destinations of our students are very important and the college takes great pride in the fact that the majority of students exit as contributing citizens.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff engaged in student mentoring processes. Greater retention rates from Preliminary to HSC courses. Majority of students are transitioned to employment or further education at end of Year 12.	Mindmatters implemented amongst staff, in order to enhance staff and student wellbeing.	Implement and establish clear and effective programs at key transition points

Next Steps

Refine processes to better measure the student mentoring processes through programs such as the MindMatters framework to improve resilience.

Implement programs for early intervention with students experiencing difficulty with assessment tasks and workloads

Investigate other HSC pathways for students who are failing courses to ensure greater retention rates between Preliminary and HSC courses

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	345	363	355	352
Girls	361	335	313	339

Student attendance profile

School				
Year	2014	2015	2016	2017
11	90.8	91.7	89.8	89.3
12	92	90.5	90.3	90.1
All Years	91.3	91.1	90	89.6
State DoE				
Year	2014	2015	2016	2017
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	89.5	89	89	89

Management of non-attendance

Attendance at Wyndham College is tracked electronically using Sentral software.

The attendance rates for Years 11 and 12 are consistent with region and state averages. The parents of students with partial unexplained absences are informed using an SMS message system. Student non-attendance is monitored by classroom teacher, Connect (roll call) teachers, Head Teachers and the Deputy Principals. Additionally, there are executive staff who have specific responsibility for following up attendance issues in Years 11 and 12 respectively.

Students with long term absences are required to have medical documentation or explanation for their absence from parents. Year Advisers and Deputy Principals speak with parents when there is a cause for concern. These letters are followed up by a formal letter from the college. Non-attending students are also offered careers counselling and alternative curriculum pathways, if appropriate.

Chronic non-attendance is referred to the Home School Liaison Officer.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	7.89
Employment	0	0	15.35
TAFE entry	0	0	19
University Entry	0	0	52.14
Other	0	0	5.62
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2017, Wyndham College had 157 students undertaking vocational or trade training. This represented 56% of the cohort. The training courses were in Hospitality, Retail Studies, Construction, Business Services, VET Entertainment, Sports Coaching and Metals.

Year 12 students attaining HSC or equivalent vocational education qualification

All students who undertook Vocational Education or Trade training were successful in attaining their HSC or equivalent Vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	44.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	14.68
Other Positions	1

*Full Time Equivalent

In 2017, Wyndham College had on staff member who identified as having Aboriginal heritage.

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	18

Professional learning and teacher accreditation

Professional learning and teacher accreditation

Staff were enrolled in over 2500 hours of professional learning throughout 2017. This encompassed compliance training, whole school focus initiatives and training which addressed specific needs of teachers. The school utilises data from each teacher's Personal Professional Learning Plan to identify needs and then design the professional learning calendar from this. Throughout 2017 total school expenditure on teacher professional learning was \$48828 which equated to an average expenditure per teacher of \$775. At the beginning of the year all teachers developed a Personal Professional Learning Plan within the Australian Institute of Teachers and School Leaders (AITSL) Professional Teaching Standards framework guided by the school and faculty plans. The school professional learning plan supports the strategic plan and the personal professional learning needs of staff. These plans provide a foundation to enable staff to pursue learning opportunities to meet their specific learning needs.

School development days provide a platform for the school's strategic priorities to be a focus of professional learning, discussion and planning. School staff are involved and contribute to the effective implementation of the school's professional learning calendar. There are five days especially dedicated to support the future direction of the school, address compliance training and whole school professional learning needs. Each of these days involves a faculty planning component. Issues such as child protection and student wellbeing are a consistent focus of school development days to ensure the needs of each student is met. Particular focal points were the principles of andragogy and review of 2016 teaching programs in preparation for implemented strategies for self-regulated learners into 2017 programs. This culminated in teachers' developing a more comprehensive understanding of the learning needs of a range of students and how better to implement andragogy into the classroom. Teachers also identified a need for further development of the ICT skills, the school conducted a series of

comprehensive workshops on how to utilise Google Apps in Education to support student engagement and learning.

Beginning Teachers

During 2017 the school had one beginning teacher and several temporary teachers awaiting a permanent placement. Commensurate with their expertise all beginning teachers were supported with a supervisor and/or mentor as required by the Beginning Teachers Support Funding Policy and Procedures. Beginning and temporary teachers developed a professional learning plan which provided a framework for support to be provided to them throughout the year and as relevant professional learning events arose. Strategies of regular classroom lesson observation and structured feedback, targeted professional learning based on each teacher's needs and mentoring support were also implemented.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	716,427
Global funds	490,604
Tied funds	373,361
School & community sources	315,150
Interest	7,037
Trust receipts	37,677
Canteen	0
Total Receipts	1,223,829
Payments	
Teaching & learning	
Key Learning Areas	93,378
Excursions	58,919
Extracurricular dissections	95,894
Library	6,901
Training & Development	1,305
Tied Funds Payments	347,703
Short Term Relief	103,329
Administration & Office	257,971
Canteen Payments	0
Utilities	91,718
Maintenance	42,728
Trust Payments	9,955
Capital Programs	190,766
Total Payments	1,300,566
Balance carried forward	639,690

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,319,222
Appropriation	1,191,292
Sale of Goods and Services	18,243
Grants and Contributions	109,066
Gain and Loss	0
Other Revenue	0
Investment Income	620
Expenses	-725,558
Recurrent Expenses	-725,558
Employee Related	-274,825
Operating Expenses	-450,732
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	593,664
Balance Carried Forward	593,664

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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	6,943,424
Base Per Capita	107,577
Base Location	0
Other Base	6,835,846
Equity Total	494,427
Equity Aboriginal	22,902
Equity Socio economic	295,018
Equity Language	39,124
Equity Disability	137,383
Targeted Total	1,091,580
Other Total	649,846
Grand Total	9,179,278

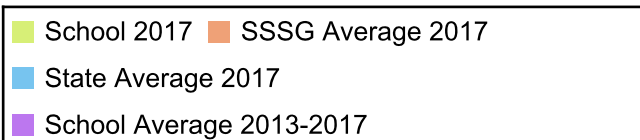
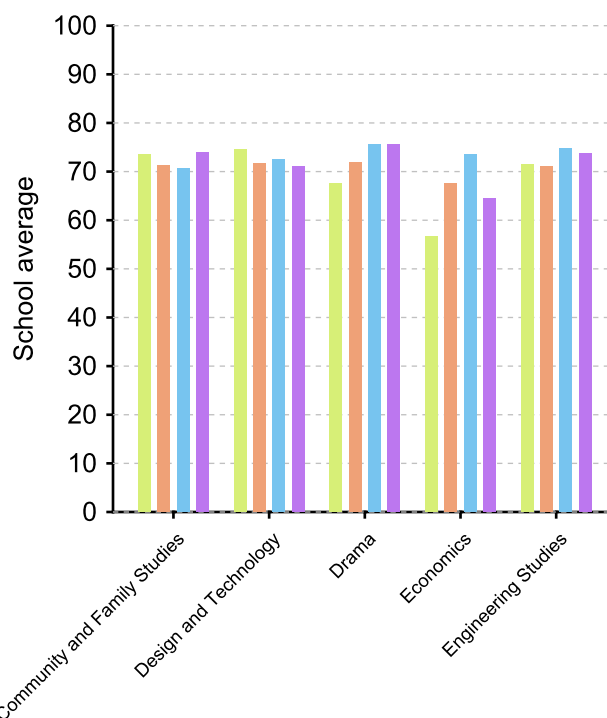
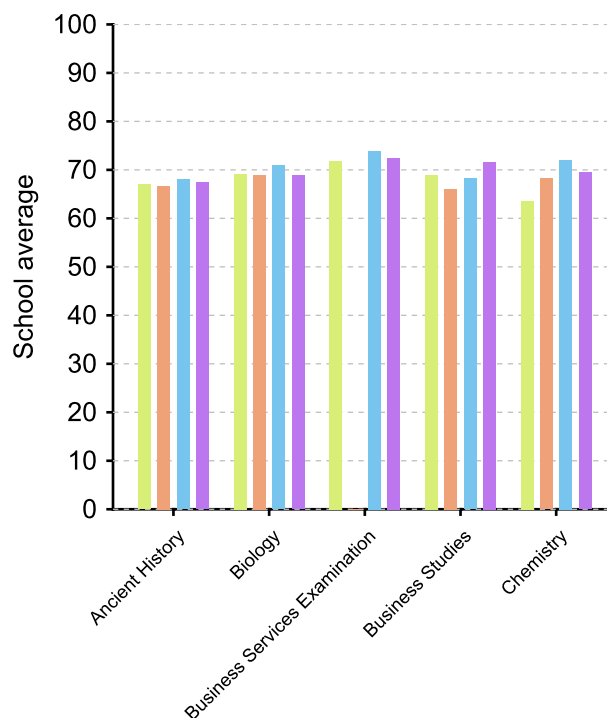
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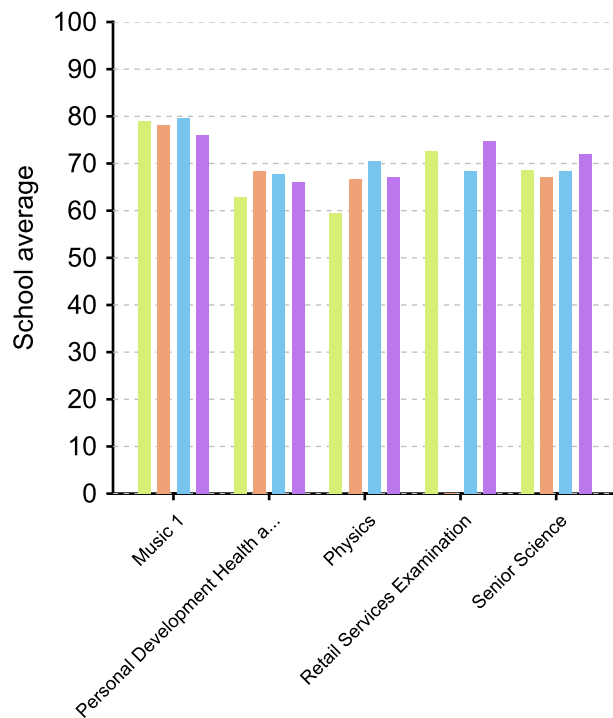
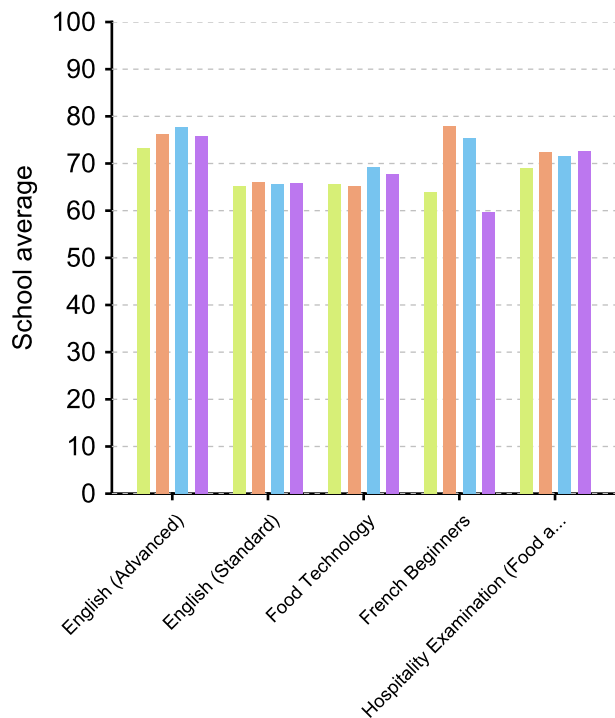
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

Higher School Certificate (HSC)

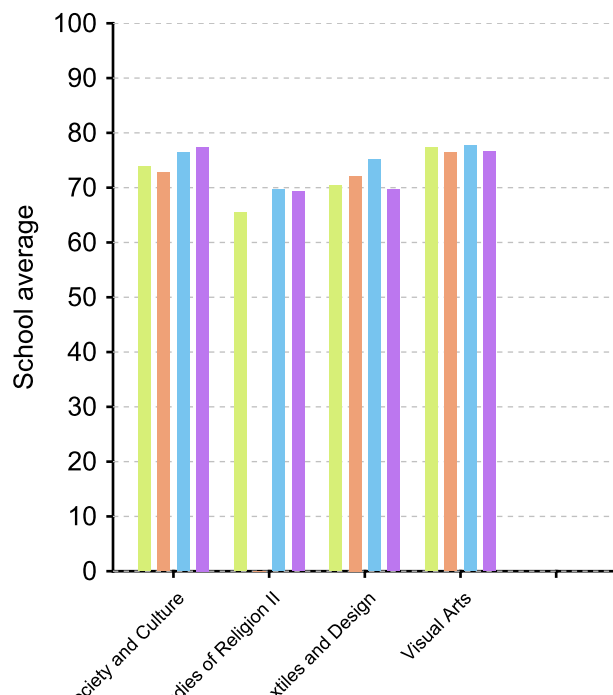
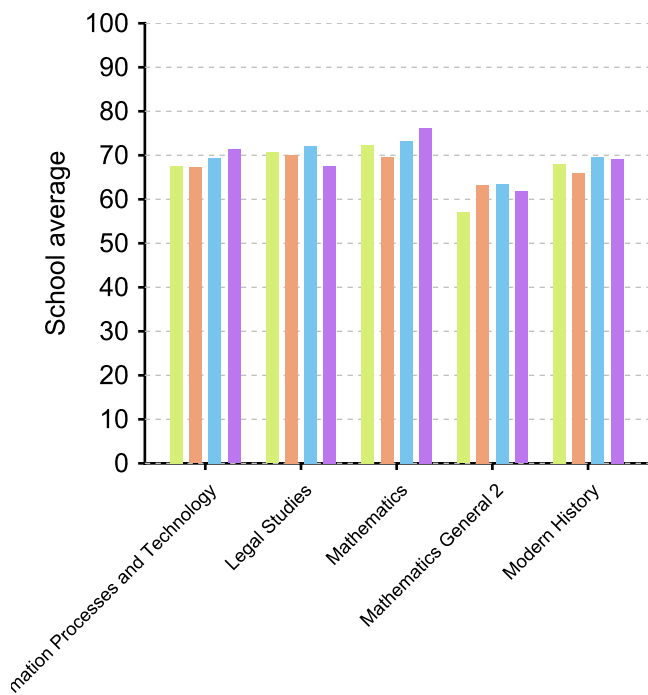
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013- 2017
Ancient History	67.0	66.7	68.1	67.4
Biology	69.2	69.0	70.9	68.8
Business Services Examination	71.8	0.0	73.9	72.5
Business Studies	68.9	66.1	68.2	71.6
Chemistry	63.6	68.2	72.1	69.5
Community and Family Studies	73.6	71.2	70.7	73.9
Design and Technology	74.5	71.7	72.6	71.1
Drama	67.5	72.0	75.5	75.6
Economics	56.6	67.6	73.6	64.5
Engineering Studies	71.4	71.0	74.8	73.7
English (Advanced)	73.2	76.2	77.6	75.7
English (Standard)	65.2	66.1	65.6	65.9
Food Technology	65.6	65.2	69.3	67.7
French Beginners	63.9	77.9	75.3	59.8
Hospitality Examination (Food and Beverage)	69.1	72.5	71.5	72.7
Information Processes and Technology	67.5	67.3	69.4	71.3
Legal Studies	70.6	70.0	72.1	67.5
Mathematics	72.4	69.7	73.2	76.3
Mathematics General 2	57.0	63.2	63.6	61.8
Modern History	68.1	66.0	69.6	69.1
Music 1	79.0	78.1	79.7	76.1
Personal Development Health and Physical Education	62.8	68.4	67.7	65.9
Physics	59.5	66.7	70.4	67.1
Retail Services Examination	72.7	0.0	68.4	74.7
Senior Science	68.5	67.0	68.3	72.0

Studies of Religion II
Textiles and Design
Visual Arts

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2017, the school sought the opinions of parents, students and teachers about the school.

Parents attending monthly meetings of the Friends of Wyndham, the peak parent group, were regularly asked to comment on aspects of the college's performance in the delivery of the curriculum, management of students and the general organisation of the college.

The overwhelming response was that they were very satisfied with all aspects of the college's performance singling out for special mention the dedication and teaching skills of all the staff.

Student and teacher opinions are regularly sought through Transition Day, our involvement in the "Tell them from Me" surveys as well as faculty reviews.

The surveys indicate that the majority of students are very satisfied with the quality of teaching, classroom resources and the physical environment of the college.

Responses from teachers echo student views. The majority of responses indicated that they were pleased with the quality and work ethic of students and are particularly satisfied with the quality and quantity of support they received with interactive communication technologies.

Parents/Carers are also able to source information through the Sentral Parent Portal, which has proven to be very popular.

Policy requirements

Aboriginal education

During 2017, as part of the ATSI Department of Education initiative our students have had access to the Norta Norta program, Walk the Way to Wyndham and precinct activities including the Aboriginal Student Conference, Reconciliation Day Ceremony and the Koori Pathways Careers Day.

Changes to the funding arrangements for the Norta Norta have made it more difficult to fully implement as we have previously though our staff have made close connections with our Aboriginal students. They have

worked closely with ATSI students targeting improvements in both Numeracy and Literacy. Students were identified by liaising with our feeder schools (Seven Hills High School, Riverstone High School and Quakers Hill High School) to obtain lists of students who had been identified as coming from an Aboriginal or Torres Strait Islander background. Also, information from the DoE OASIS report and a continuation of students moving from Year 11 into Year 12, provided us with information of students who can access Norta Norta tuition.

Students and parents were consulted about the Individual Sponsorship program through the use of diaries, Short Message Service (SMS), notes sent home, phone calls and invitations to activities such as conferences, parent teacher nights and Walk the Way to Wyndham. As a result of this, the school has established a sound rapport with parents. It has also been beneficial when siblings from the feeder schools enrol as we have already established links to each student and their families.

Evidence that student's learning was improved by the tutoring is shown through the number of students graduating and the enjoyment our students experience from being tutored. With consistent help, student's N-Award warnings have decreased and submission of assessment tasks has increased. Attendance at school is continuing to rise and is currently above school and state averages.

Several students have left to pursue full time employment and TAFE Courses.

Great emphasis has been placed on decreasing truancy rates with the Aboriginal student body and this has dramatically improved due to the constant liaison with families, the school, Year Advisors and members of the community. This partnership has developed over the course of the year and has made many of our students accountable for their attendance rate which has subsequently increased.

Our students have unique needs as do their families and the community. By attending classes on a daily basis and interacting with the students, our students keep up to date with classwork, as well as homework, assessment tasks and revision for exams. Of further importance is the ability to assist students in developing study skills to enhance their performance in examinations.

A classroom designated to assist our students is available for students to be tutored individually in a variety of subjects, as well as providing valuable access to computers and other technologies. Regular

Multicultural and anti-racism education

Wyndham College is a culturally diverse learning community with students and staff working together to ensure inclusive practices which recognise and value the culture of all students and staff and promote a tolerant attitude towards different cultures, religions and world views.

In 2017 the college:

Continued to maximise the learning outcomes of students from Language Backgrounds other than English by offering the English (EaLD) course for students whose first language is not English

Participated in ARCO training and implementation.

Through its review process, focused upon improving communication and welfare procedures, particularly with students and parents from a multicultural background

Reinforced the college's code of conduct at assemblies and through newsletters. This code outlines the rights and responsibilities of students within the college in relation to understanding cultural diversity and tolerance

Other school programs

Socio-economic background

Enhanced literacy and success skills were identified by the college as a significant area of need for students. The ALARM program was staffed and operated successfully through the equity funding provided.

Build a Bike.

The identification of dis-engaged students led to the need for an alternative program. Build a Bike focuses on mechanical skills being taught while still having students engaged in English, Mathematics and other traditional subjects. The course has attracted a small but enthusiastic cohort of students who would otherwise probably not be attending. The students are learning 'hands on' skills which will assist them greatly once outside of the school environment.

Learning and Support

Wyndham College had a small but very active Learning Support Team. Many students were identified quite early with Learning Difficulties which allowed the team to offer support and put some strategies in place. A team of six Student Learning Support Officers (SLSO) have worked with many of the students in both practical subjects and academic subjects. The LAsT combined with the SLSOs have provided students with assistance in many areas. Students received individual tuition to gain understanding of assessment tasks and classwork. Literacy skills enhancement was provided to improve their essay writing and presentation of work. Most students required assistance with speeches and research projects. Many students struggled with knowing how to start and structure their projects, for example the Personal Interest Project in Society and Culture. The Team also provided many strategies that aided the students in their endeavours to create study

plans and learn how to study. Teachers were also assisted in differentiating their programs to assist those with learning difficulties. Some team teaching was conducted to demonstrate different approaches and also service many more students requiring assistance.

The second arm of the LaST is applying for Disability Provisions for HSC examinations. All students who were recommended to apply were successful with their applications and thus were able to have a fair and equitable attempt at the examinations.