

Willyama High School

Annual Report



2017



WILLYAMA
HIGH SCHOOL
CONNECT • INSPIRE
EXCEL - TOGETHER

8491

Introduction

The Annual Report for **2017** 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 another very productive and successful year at Willyama High School. We have consolidated our outstanding HSC results from 2016 with a further four Band 6s across our school and thirty Band 5s in 2017. We have continued our innovative focus on teaching and learning of literacy and numeracy through the introduction of programs such as Spell-It across year 8 and Maths Pathway across year 7. We undertook a voluntary review of our special education unit and have put measures in place to improve learning outcomes for all students.

Our school has continued with our strong focus on teacher professional learning and incorporating evidence-based quality teaching and learning practices. As we constantly welcome new staff and students into our school, our dedicated staff and students are totally committed to both individual and whole school improvement in all areas driven by our banner statement: Connect, Inspire, Excel – Together.

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 wellbeing, curriculum and learning and student performance measures. We have consolidated our improved HSC results from 2016 with 20% of course results being Band 5s and 6s in 2017. There has been an ongoing focus on student wellbeing through integrated structures and our school's involvement in the primary health care nurses in schools program in partnership with Broken Hill's University of Sydney's Department of Rural Health and Far West Area Health Service.

In the domain of Teaching, our school has focused on effective classroom practice, learning and development and collaborative practice. Teachers have continued to participate in fortnightly professional learning groups mostly led by senior executive. There has been a continued focus on evidence–based teaching practices through HOW2Learn and all teachers received face–to–face expert professional learning in Quality Teaching Rounds on school development days. Quality Teaching Rounds have been undertaken by all teachers throughout the year and this has further developed a culture of collaborative reflective practice.

In the domain of Leading, our school has continued to focus on leadership and management practices and processes. Our school has continued to school that we are committed to the development of leadership skills in both staff and students using a distributed 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 our school enabling them to further develop their leadership skills. Students have been provided with opportunities to develop their leadership skills through the Student Representative Council and other initiatives.

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

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 has been embedded at Willyama High School over the past three years. A number of strategies have been employed to focus on ensuring student and staff wellbeing is paramount facilitating the optimal teaching and learning environment. Our school's Positive Environments Team (PET) has met regularly throughout the year with representatives from each KLA coming together to examine data and plan strategies for the explicit teaching of behaviours in line with our school values of respect, responsibility and cooperation.

Our school re-branding progressed further with our new school logo and banner statement both being finalised. These were introduced across our school on all letterheads and documentation. We have started to develop new signage and our uniform suppliers have been provided with our new logo which was made available to students in Term 4.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 100% of teachers are utilising the Vivo (free and frequent) reward system.	Vivo \$4,500 (school funds) End of term acknowledgement days \$5,500 (school funds)	100% of teachers and 100% of SLSOs utilised the Vivo (free and frequent) reward system during 2017 with a total of over 179 000 Vivos being awarded.
• 80% or more students receive 0–1 Deputy managed referrals.	Deputy Principal (socioeconomic background equity funds)	In 2017, 79% of students received 0–1 deputy managed referrals. This is a significant improvement on 69% in 2016.
• Modifications and adjustments are evident in teaching programs to cater for individual learning needs.		This was not a targeted project in 2017 as all teachers have been required to enter their adjustments and modifications on Sentral for all relevant students. These are also required to be integrated into teaching programs.

Next Steps

Whilst Positive School Culture and Inclusive Curriculum are no longer explicitly one of our school's strategic directions for the next three years, they will continue to remain a very important focus area under the new strategic directions of Inspired Learning and Quality Teaching.

Our self-assessment of the School Excellence Framework indicated a need to re-invigorate the explicit teaching of student behaviours in our school. This will be a focus area for our Positive Environments Team to lead in 2018 and beyond.

With decreasing numbers causing our parents and citizens association to cease operation, we look towards exploring more innovative and practical ways to involve parents and community in student learning in our school.

We will continue to improve and promote the image of our school in consultation with Department of Education communications personnel.

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

Our Lesson Observation Team (LOT) continued to meet and refine policies, procedures and systems for lesson observations. All staff were trained in Quality Teaching Rounds (QTR) process during school development days and Professional Learning Groups (PLGs) early in the year by LOT members who had been trained. Executive staff and LOT members were observed in Terms One and Two. All staff were trained at beginning of Term 3 by an expert in the field Dr Julie Bowe. By end of year most staff had participated in four rounds, coding data was collected at the end of each round and analysed which then drove the focus in PLGs.

The HOW2Learn team that was developed in 2016 continued to meet regularly to continue with a whole school approach to develop best practice based on evidence supported by educational research. HOW2Learn team facilitated the development of a new school vision statement.

Our HOW2L team developed resources for PLGs on the building clarity section of practices that accelerate learning. This included an intensive focus on learning intentions and success criteria

WAMNCOP (a community of practice between Willyama and our partner primary schools) ran induction sessions for all staff who were new in the partner schools and Willyama to introduce staff to the core concepts of the evidence based research around improving practice (HOW2L). WAMNCOP then ran training sessions in term 2 for new staff and any interested staff to be trained in Phase 1 Module 1.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Improved feedback on school satisfaction from staff, students and community.		<p>Based on comparisons between 2016 and 2017 Tell Them From Me surveys (Semester 2):</p> <p>The parent survey data (4 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 that feel:</p> <ul style="list-style-type: none">– they have been given helpful feedback about their teaching increased from 7.2 to 7.3.– school leaders have helped them improve their teaching decreased from 7.1 to 6.4.– students become fully engaged in class activities decreased from 6.3 to 5.9. <p>There was an increase in the percentage of students (330 responses) who:</p> <ul style="list-style-type: none">– are intellectually engaged and find learning interesting, enjoyable and relevant from 43% to 44% (NSW Gov't norm 46%). <p>Students who feel that feel that classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Improved feedback on school satisfaction from staff, students and community. 		increased from 6.2 to 6.3 (NSW Gov't norm 5.8).
<ul style="list-style-type: none"> Improved value-added and HSC results 	<p>Release time for PLGs \$101,574 (socioeconomic background funds)</p> <p>HOW2Learn training \$3,000 (PL funds)</p>	<p>Value-added from Year 7–9 has been measured at 34.33 (working towards delivering) for 2016–2017. In 2015–2016, it was measured at 32.5 (working towards delivering). This represents insignificant change.</p> <p>Value-added from Year 9–12 has been measured at 24.68 (delivering) for 2015–2016. In 2014–2015, this was measured at 24.5 (delivering). This represents insignificant change. (Note: Data for this measure lags by one year)</p> <p>HSC z scores improved in Ancient History, Business Studies, Community & Family Studies, English Standard, Industrial technology, Legal Studies, Mathematics General 2, Modern History, Music 1, PDHPE and Visual Arts. Z scores declined in Mathematics, Chemistry, English Advanced, Society & Culture and Software Design & Development.</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>Academic outcomes (student self-report grades) slightly improved from 2016 to 2017. (NSW gov't norm in brackets) English 60% to 63% (68%), Maths 63% to 64% (66%), Science 58% to 59% (64%)</p> <p>Effective learning time decreased slightly from 6.6 to 6.5 (6.3).</p> <p>Relevance had a slight increase from 5.7 to 5.8 (5.8).</p> <p>Rigour had a slight increase from 6.2 to 6.3 (5.8).</p>

Next Steps

Quality Teaching Rounds will continue to be a focus at Willyama High School through the new strategic direction of Quality Teaching. It will involve a continuous cycle of Professional Learning of the QTRs model and process due to high turnover of staff. The LOT will continue to refine documentation to reflect our schools context including evaluating data from the process that will influence PL on teaching practices to be delivered in PLGs.

H2L team collaborate with WAMNCOP to get new staff inducted and continuing staff trained in further modules. More staff to be trained as trainers, with the vision of having at least 1 staff member in each faculty trained as a trainer. HOW2L team to continue to develop/create resources based around practices that accelerate learning (strategic action section) to be delivered in PLG groups.

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

Our school continued to implement the ALARM (A Learning and Responding Matrix) project in 2017. Our school achieved 4 Band 6s in the HSC across four different subjects (Ancient History, Community and Family Studies, Engineering Studies and Society and Culture). There was a noticeable shift with students being lifted across all bands (56% band 4 and above compared to 50% last year). With some expert teachers receiving transfers and a number of new teachers beginning this year, it has been challenging to continually bring teachers up to speed with teaching ALARM.

The Multilit Reading Tutor Program was expanded this year with two SLSOs delivering the program. This has been very successful as outlined in detail in the table below. A number of students have also completed the extension program and there has been a waiting list for students wanting/needing to do the base program. Multilit Spell–It was run for the first time in timetabled year 8 classes and pre/post tests showed great improvement throughout the year.

The Maths Pathway program was also implemented for the first time in all of year 7 and one year 8 class.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased proportion of HSC students with at least two band 5 and 6 results.	HSC marking PL \$3136 (PL funds)	The proportion of HSC students with at least two band 5 and 6 results improved from 22% to 26%.
<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, 30% of students had scores that placed them in the desirable quadrant with high skills and high challenge (NSW gov't norm is 42%). This is an increase of 5% on last year.
<ul style="list-style-type: none">Improved scores on Woodcock Reading Test and NAPLAN Spelling.	Reading Tutor Program SLSO salaries \$64,431 (school funds) RTP resources \$536 (school funds) Spell–It PL \$6134 (PL funds) Spell–It resources \$3000 (school funds)	Students who completed the Reading Tutor Program in 2017 had an average increase of 2.3 years on the Woodcock Reading Test including 3 students who improved by over 4 years. In 2017, the average scaled score growth from Year 7–9 in NAPLAN Spelling was 25.9 (State 36, NSW DoE 34.9) compared to 23.2 (State 33.8, NSW DoE 32.4) in 2016. This demonstrated a slight improvement.
<ul style="list-style-type: none">Improved average scaled score growth in NAPLAN Writing and Numeracy.	Maths Pathway PL \$3859 (PL funds)	In 2017, the average scaled score growth for Year 9 Writing was 29.3 (State 46.3, NSW DoE 42.3). There was no NAPLAN Writing growth data available in 2016 to compare to. In 2015, however, the average scaled score growth for Year 9 Writing was 39.7 (State 27.2, NSW DoE 22.3) There has been a significant decline in 2017. In 2017, the average scaled score growth for Year 9 Numeracy was 51.5 (State 52.4, NSW DoE 50.7). This was an increase on the figure of 40.8 from

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Improved average scaled score growth in NAPLAN Writing and Numeracy.		2016 (State 40.7, NSW DoE 40.1) though has dropped slightly below the State.

Next Steps

In 2018, literacy and numeracy will fall under our new strategic direction of Inspired Learning.

Under this new strategic direction, our school will continue to expand and support the implementation of ALARM across our school to improve students' writing skills. Teachers who successfully implemented ALARM will share their expertise to upskill new teachers and broaden and strengthen its implementation across our school.

The Multilit Reading Tutor program will continue to operate being implemented by two SLSOs. Two additional SLSOs will be trained to specifically implement the program with targeted Aboriginal students to improve their reading skills. Our ACES program will re-focus with the priority becoming explicit teaching of literacy skills. Multilit Spell-It will continue to run in Year 8 for the equivalent of three 53 minute periods a fortnight.

Our school literacy team will investigate targeted strategies for the explicit teaching of reading and writing across the curriculum specifically for Stage 4. Staff will receive training in the new literacy progressions.

The Maths Pathway program will be expanded with all Year 7 and 8 classes being involved in 2018.

A system will be investigated and implemented to facilitate whole school monitoring of student learning. As part of this system, growth targets for individual students will be identified using internal progress and achievement data in line with the School Excellence Framework.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$98,184) 	An Aboriginal Education Officer (AEO) is part of our school's staffing entitlement at a cost of \$65,509. The remaining funds were utilised to contribute to the cost of the employment of an SLSO (\$32,675) to work specifically with Aboriginal students.
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$2,520) 	Identified students were provided with personalised support from an SLSO (\$2,520) which allowed them to engage in their learning effectively.
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$245,586) 	<p>1.8 Learning and Support Teachers are part of our school's staffing entitlement at a cost of \$182,833. These teachers develop and implement personalised learning plans across our school, facilitate support for students and provide training and support for staff in making modifications and adjustments.</p> <p>Additional SLSOs were 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>
Socio-economic background	<ul style="list-style-type: none"> Socioeconomic background (\$359,491) 	<p>1.6 additional teachers are part of the school's staffing entitlement at \$162,518.</p> <p>A second deputy principal was also part of our school's staffing entitlement until it was reviewed and abolished at the end of Term 1. The second deputy principal was funded by socioeconomic background funds until the end of the year (\$155,388)</p> <p>Flexible funding (\$41,585)</p> <p>The 1.6 additional teachers provides one period per fortnight to all teachers for their Professional Learning Groups (PLGs) and release time to participate in Quality Teaching Rounds.</p> <p>The employment of the second deputy principal has allowed both deputies to focus on leading a strategic direction each to coordinate programs such as Positive Behaviour for Learning, peer observations, Head Teacher mentoring groups, Quality Teaching Rounds and HOW2Learn.</p>
Support for beginning teachers	<ul style="list-style-type: none"> Support for beginning teachers (\$101,695) 	<p>Four permanent beginning teachers and three temporary beginning teachers were allocated targeted funding for their first year of teaching.</p> <p>Five teachers were allocated funding for their second year of teaching.</p> <p>A 0.8 Head Teacher Mentor (\$112,000) was employed to support and mentor both permanent and temporary beginning teachers (12 in total).</p> <p>A teacher (\$8,500) was employed to provide targeted release time for beginning teachers.</p>

Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$101,695) 	<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>Five beginning teachers achieved their accreditation in 2017.</p>
Norta Norta	Norta Norta funding no longer exists. Equivalent funds are integrated into Aboriginal background loading above.	

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	249	246	234	230
Girls	241	246	236	241

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.6	89.8	89.4	93
8	90.5	87.6	86.8	87.4
9	89.9	88.1	86.6	88.3
10	86.7	84	87.2	85.2
11	86.3	86.3	88.4	89.9
12	90.3	89.3	90.3	92.8
All Years	89.6	87.6	87.9	89.1
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

There has been a significant increase in overall attendance from last year and our school is only 0.5% below State DoE. Our school has a clearly defined process designed to monitor and improve student attendance. Roll call teachers have the responsibility to contact families to follow up on absences and this is overseen by year advisers and deputy principals. System-generated text messages are sent daily for students not in attendance and follow up letters are also sent regularly. Ongoing attendance issues are followed up with further parental involvement, personalised attendance plans and home-school liaison office referrals where relevant.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	5	10	6
Employment	40	45	29
TAFE entry	50	6	0
University Entry	0	0	41
Other	0	9	10
Unknown	5	30	14

During 2017, 39 students completed year 12 at Willyama High School. Of these, 51% accepted an offer from a university, which includes students who deferred to take a gap year. Most of these students are employed during this period but have been included in the university entry category. 6% of the former students are now actively seeking employment whilst 29% are employed which is comparable to last year. No students have chosen TAFE as their post-school destination which is lower than previous years and can possibly be linked by decreased course offerings at the local TAFE college.

The increase in university offers to Willyama High School students is likely to be linked to the recently improved HSC results in our school. The option of alternative entry has also increased opportunities for students to enrol in university studies. There has also been an increase in the number of students gaining apprenticeships and fulltime employment positions.

Year 12 students undertaking vocational or trade training

Of the 39 students in year 12, 21% undertook vocational training through TAFE and 26% undertook vocational training through the school. Many students undertook up to 2 VET courses. In total, 46% of year 12 students (18 in total) studied at least one VET subject.

Subjects offered at school included Hospitality, Metals and Engineering and Construction. Joint classes in year 11 (RASP) Construction and Metals and Engineering were run through the respective Trade Training Centres between Willyama and Broken Hill High Schools.

Year 12 students attaining HSC or equivalent vocational education qualification

Forty-two students completed the Higher School Certificate in 2017. One student received a Record of School Achievement.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	31
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	11.78
Other Positions	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	27

Professional learning and teacher accreditation

Ongoing, structured professional learning has been embedded in our timetable structure at Willyama High School with teachers being allocated one professional learning period (53 minutes) per fortnight. Cross-curricular professional learning groups have continued to operate in our well-resourced dedicated professional learning centre led by senior executive. This time has also been utilised to facilitate release for participation in Quality Teaching Rounds.

Total school expenditure on professional learning for staff in 2017 was \$84,000. 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 Quality Teaching Rounds. and mandatory training in child protection, anaphylaxis and health and safety.

All members of staff participated in our school development days throughout the year.

Five teachers gained their accreditation and three teachers maintained their accreditation at Proficient level.

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	1,007,329
Global funds	287,514
Tied funds	292,444
School & community sources	179,774
Interest	11,251
Trust receipts	14,853
Canteen	0
Total Receipts	785,837
Payments	
Teaching & learning	
Key Learning Areas	25,464
Excursions	17,428
Extracurricular dissections	21,435
Library	7,117
Training & Development	0
Tied Funds Payments	276,400
Short Term Relief	33,825
Administration & Office	91,852
Canteen Payments	73,080
Utilities	129,170
Maintenance	12,743
Trust Payments	13,925
Capital Programs	33,622
Total Payments	736,061
Balance carried forward	1,057,105

	2017 Actual (\$)
Opening Balance	0
Revenue	1,855,518
Appropriation	1,539,246
Sale of Goods and Services	77,163
Grants and Contributions	237,106
Gain and Loss	0
Other Revenue	0
Investment Income	2,002
Expenses	-608,517
Recurrent Expenses	-608,517
Employee Related	-217,905
Operating Expenses	-390,612
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,247,000
Balance Carried Forward	1,247,000

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.

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 (\$)
Base Total	5,307,737
Base Per Capita	74,851
Base Location	55,370
Other Base	5,177,516
Equity Total	705,781
Equity Aboriginal	98,184
Equity Socio economic	359,491
Equity Language	2,520
Equity Disability	245,586
Targeted Total	675,388
Other Total	277,471
Grand Total	6,966,377

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.

A comparison of our NAPLAN results from 2016 to 2017 shows:

The percentage of Year 7 students in the top two bands (proficient level) has improved showing increases for writing (5% to 10%) and spelling (20% to 29%). It has decreased, however, for reading (20% to 12%), grammar and punctuation (25% to 11%) and numeracy (15% to 12%).

The percentage of Year 7 students in the bottom band (below National Minimum Standards) has shown a decline in results with increases for reading (5% to 9%), writing (18% to 22%), grammar and punctuation (8% to 20%) and numeracy (6% to 14%). Spelling has remained the same at 12%.

The percentage of Year 9 students in the top two bands (proficient level) has increased for writing (1% to 2%) however has decreased for reading (10% to 4%), spelling (13% to 9%), grammar and punctuation (13%

to 2%) and numeracy (10% to 4%).

The percentage of Year 9 students in the bottom band (below National Minimum Standards) has shown a decline in results with increases in reading (13% to 18%), writing (33% to 36%), spelling (17% to 22%), grammar and punctuation (18% to 34%) and numeracy (6% to 10%).

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Whilst there were 20% of year 7 Aboriginal students in the top two bands in NAPLAN spelling, there were no Aboriginal students in the top two bands for all other NAPLAN literacy and numeracy components.

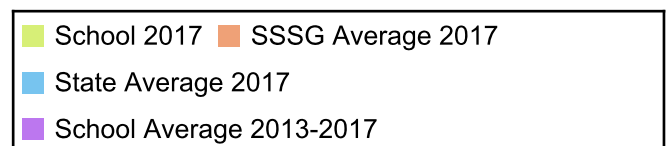
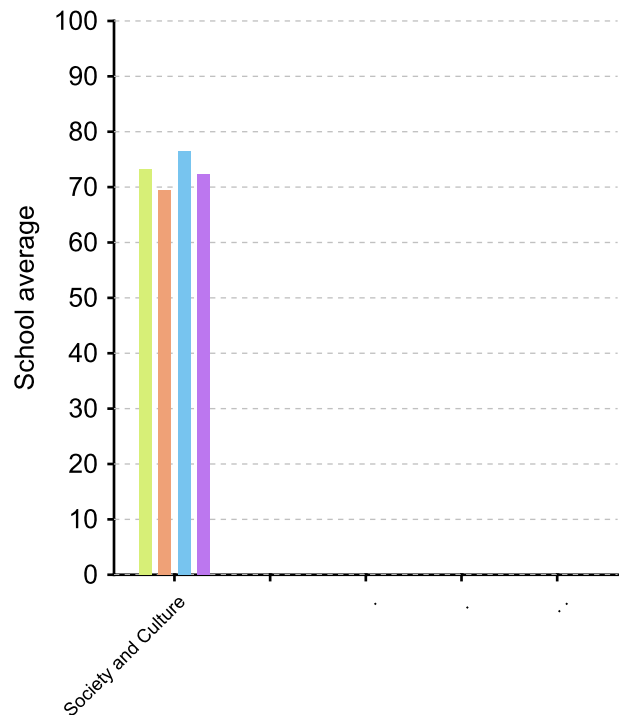
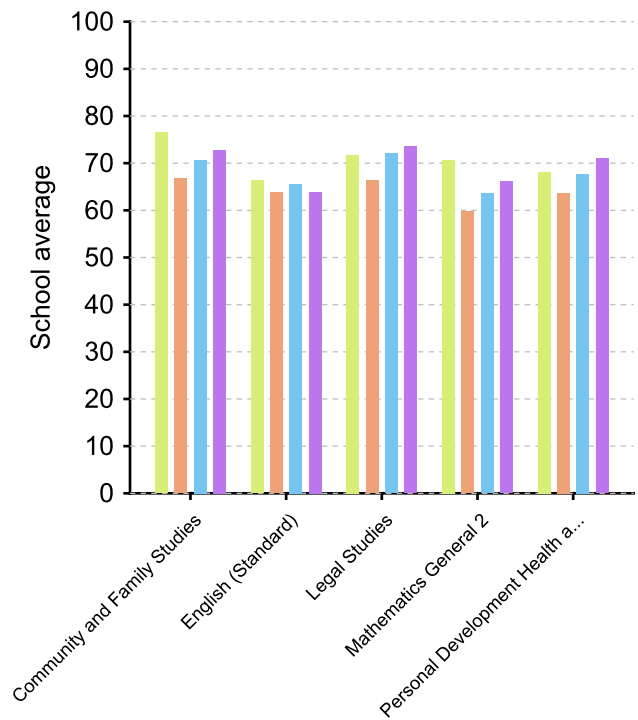


Higher School Certificate (HSC)

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

Forty three students sat the HSC at Willyama High School in 2017. Four of these students were on the HSC Distinguished Achievers list for achieving Band 6s in Ancient History, Engineering Studies, Society and Culture and Community and Family Studies. Ebony Algate (pictured) is to be congratulated on achieving dux of HSC Year for 2017.

The following graphs are presented as these courses had sufficient student numbers (10 students or more) for a valid comparison to be made. In these courses, our school performed above the state average in Community and Family Studies, English (Standard), Mathematics General 2 and Personal Development, Health and Physical Education.



Our average HSC reported score was 69.88 compared to 66.57 (SSSG) and 72.41 (State). Whilst the number of band 6s was lower than last year, the proportion of band 5 and 6s combined remained similar. The proportion of courses achieving band 4 or higher increased by 5% from 2016 to 2017.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about our school. In 2017, our school used the respective Tell Them From Me (TTFM) surveys for students, parents and staff. 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.
- An increased percentage of students reported being intellectually engaged and found learning interesting, enjoyable and relevant.
- The percentage of students who felt that classroom instruction was well-organised, with a clear purpose, and with immediate feedback that helps them learn was well above the state average.
- The majority of parents (above the state average) surveyed feel that parent activities are scheduled at times when they can attend and that the school's administrative staff are helpful when they have a question or problem.
- Teachers reported strong collaboration with other teachers indicating improvements in the proportion of teachers who share student learning goals and talk about strategies that increase student engagement.



Policy requirements

Aboriginal education

Aboriginal students have been provided with access to a number of in-school programs to help to support their engagement with school and improve their educational outcomes. A tutor has continued to be employed to provide support, guidance and mentoring for our Aboriginal students in all years with a specific focus on years 7 to 10. A qualified teacher was released from some classes (0.5) to provide support and additional instruction for year 11 and 12 Aboriginal students, in particular.

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, grammar and punctuation and numeracy. Average scaled score growth was above the state average in year 9 numeracy with 72% of Aboriginal students achieving above or equal to expected growth. Average scale score growth was below the state average in all year 9 literacy components. There has been a significant improvement in year 7 spelling with all Aboriginal students above national minimum standard and 20% of them in the top two bands. Unfortunately, there has been an overall increase of Aboriginal students in the bottom bands for literacy and numeracy both in years 7 and 9 and there remains 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 improve 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 continued to focus on educating all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Students have been given the opportunity to study Aboriginal Studies at Stage 6 level via a shared class taught at Broken Hill High School.

In partnership with the University of Sydney's Department of Rural Health, our school took part in the Drumbeat program with Aboriginal students this year. The program uses hand drumming to foster improved levels of personal and social confidence and develop social skills.

The Trumper–Marsh scholarship continued in 2017. This scholarship is given to acknowledge and honour our school's most deserving Aboriginal students with the focus on diligence, adherence to core values and the pursuit of a healthy lifestyle. Congratulations to Jacob Crawford and Seth Brown for their awards.



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

support cultural diversity. All teachers have incorporated cross-curricular syllabus perspectives including multicultural education into scope and sequences and teaching programs. This is supported by and monitored through our school's supervision policy.