

# Wyong High School

## Annual Report



2018



8166

## Introduction

The Annual Report for **2018** 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 showcases educational excellence through ensuring all students are successful learners, confident and creative individuals and active and informed citizens. Our staff work collaboratively to provide engaging curriculum to meet the diverse needs of all students. The school builds strong partnerships with the broader community that provides diverse support and opportunities for every student.

### School context

Wyong High School has an enrolment of 750 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 six Special Education support classes.

WHS has a strong and active Parent and Citizens' Association and Ngara Aboriginal Education Consultative Group that work in partnership with us to support school initiatives. We are an active member of the Wyong Learning Community, having established productive links with our partner schools and implemented initiatives of which some include; Year 6 transition, Taste of Wyong and STEM programs. 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 P-TECH 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 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 again conducted a self-assessment using the School Excellence Framework after having participated in an external validation back in 2016. 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 that has been 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. The school remains focused on the Positive Behaviour for Learning (PBL) program and has ensured students, staff and the broader school community have an understanding of the behaviours, attitudes and expectations that enhance learning and wellbeing. This is evidenced through regular weekly PBL data analysis and the Tell Them From Me (TTFM) 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. As part of the Bump It Up initiative, 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 both within the AVID elective classes as well as through the whole school AVID approach. A revised Assessment Policy enables students greater transparency of the criteria for assessment and the Stage 4 Assessment Blockout provided a formative assessment model with student feedback built into the assessment structure. 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, the collaboration of staff through an input, practice and reflections cycle of professional development utilising staff meeting time for strategic teacher professional learning has seen its third 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. We are responding through planned and strategic administrative practices. The continued strategic resourcing of a Business Manager 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 implemented 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. There has also been strong relationships built with industry associations including MARS Foods, Sanitarium, IBM and University of Newcastle. as part of the P-TECH initiative. This is enhancing STEM career aspirations and pathways.

Our self-assessment and the external validations process over the last three 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 who are respectful and responsible learners working as learning partners to achieve success.

#### Overall summary of progress

All staff actively monitor and respond to student attendance data as measured by SENTRAL with aim to improve attendance. An additional Head Teacher Student Services has implemented wellbeing programs and systems to improve school attendance, student leadership and wellbeing. 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. There has been a consistent whole school implementation and evaluation of agreed PBL systems and strategies and data has been monitored and evaluated weekly and shared with students and staff. Parents and caregivers have parent portal access to their own child's data.

All T&L programs are responsive to student needs and incorporate literacy, numeracy, AVID and technology to empower student learning as evidenced in all programs; with focus teams (AVID, literacy, numeracy and technology for learning) working collaboratively to collect, analyse and respond to data in order to improve student learning outcomes. 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.

In 2018 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. 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. 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.

The revised Assessment Policy has enabled students in Stage 4 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
<ol style="list-style-type: none"><li>1. Improved attendance targets across all years from 89% 2017–90% 2018, 91% 2019 and 92% 2020</li><li>2. Growth in the top 2 Bands in NAPLAN Reading and Numeracy Year 9 from 2018 implementation phase to 14% 2019 and 16% 2020</li><li>3. Increase average HSC score from 2017 baseline which matches SSSG schools to equal or better state average performance</li></ol>	<ol style="list-style-type: none"><li>1. See key initiatives for all resourcing</li><li>2. See key initiatives for all resourcing</li><li>3. See key initiatives for all resourcing</li><li>4. See key initiatives for all resourcing</li></ol>	<ol style="list-style-type: none"><li>1. Attendance data (86%) is a target area for improvement with 2019 data projected target closely aligned to State average (89.7%).</li><li>2. Achieved, 2018 target has been met with growth in the top 2 Bands in NAPLAN Reading and Numeracy Year 9 now 14 %.</li><li>3. Achieved, 2018 target has been met. with average HSC score from 2018 baseline equal or better SSSG schools.</li><li>4. Achieved, 2018 target has been met. with student interest and motivation aspect of TTFM data showing an increase from 2017 baseline score of 23% to meet or exceed the NSW Government norm of 28%</li></ol>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
4. Student interest and motivation aspect of TTFM data shows an increase from 2017 baseline score of 23% to meet or exceed the NSW Government norm of 28%		<p>1. Attendance data (86%) is a target area for improvement with 2019 data projected target closely aligned to State average (89.7%).</p> <p>2. Achieved, 2018 target has been met with growth in the top 2 Bands in NAPLAN Reading and Numeracy Year 9 now 14 %.</p> <p>3. Achieved, 2018 target has been met. with average HSC score from 2018 baseline equal or better SSSG schools.</p> <p>4. Achieved, 2018 target has been met. with student interest and motivation aspect of TTFM data showing an increase from 2017 baseline score of 23% to meet or exceed the NSW Government norm of 28%</p>

## Next Steps

1. Cooperative learning strategies will continue to be implemented for numeracy and literacy delivery across all KLAs.
2. Opportunities for GATS students will continue to be developed, initiated and extended through AVID strategies and STEM initiatives such as the P-TECH program.
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 student leadership programs, maintained or extended and a school chaplain has been employed to support wellbeing programs.
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

Teachers are demonstrating innovative and collaborative practices to improve learning outcomes for all students and have the capacity to analyse and use data to track and improve student performance across all identified areas with a focus on literacy and numeracy in all programs. This 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 working 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. All TPL are aligned to WHS strategic directions, the Professional Development Framework and NESA accreditation and registration requirements

Teachers and students implement whole school structures to improve student performance and use of assessment for, as, and of learning with explicit feedback specifically through the Stage 4 Assessment block out model. 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
<p>1. Staff collaboration TTFM data shows an increase from 2016 baseline score of 7.4 to meet or exceed the NSW Government norm thus supporting innovative and collaborative practices to improve learning outcomes for all students</p> <p>2. By 2020 the Year 7–9 NAPLAN school value added baseline score of 34.7 is increased to the minimum score of 40.0</p> <p>3. By 2020 the Year 9–12 school value added baseline score of 23.4 is increased to the minimum score of 25.0</p>	<p>1. See key initiatives for all resourcing</p> <p>2. See key initiatives for all resourcing</p> <p>3. See key initiatives for all resourcing</p>	<p>1. Staff collaboration TTFM data shows an increase from 2016 baseline score of 7.4 to 8.0 in 2018 which exceed the NSW Government norm of 7.8 thus supporting innovative and collaborative practices to improve learning outcomes for all students.</p> <p>2. Achieved with the Year 7–9 NAPLAN school value added baseline score of 34.7 now increased to match the minimum score of 40.0</p> <p>3. Achieved with the Year 9–12 school value added baseline score of 23.4 now increased to greater than the minimum score of 25.0</p>

#### Next Steps

1. Continued expansion of the WHS AVID program with additional AVID training opportunities for KLA staff.
2. Staff to complete 2019 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. Maintain and increase the Wyong Learning Community 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

### SUCCESSFUL AND PRODUCTIVE PARTNERSHIPS

#### Purpose

Ensure a range of collaborative connected partnerships that provide future focused opportunities for every student.

#### Overall summary of progress

The school has worked in partnership with local community, industry and businesses to embed targeted employability skills into school curriculum and extra-curricular initiatives through expanding the P-TECH Strategy, with a focus on improving Science, Technology, Engineering and Mathematics (STEM) capability. This involved key industry and education stakeholders across the Central Coast. Increased collaboration with the broader community has provided increased opportunities for students, particularly in the areas of STEM.

Multi-modal communication forms between WHS and parents/caregivers, community, educational providers, industry and business. This has increased opportunities for feedback on school performance and perceptions and is responding through planned and strategic administrative practices. The strategic resourcing of a Business Manager and appointed Industry Liaison Officer has seen an increase in community partnerships. School resources were again targeted to provide a flexible and diverse curriculum to cater for student and community needs with improved 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 as a 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
<p>1. Parents feel welcome aspect of TTFM data shows an increase from 2017 baseline score of 6.3 to meet or exceed the NSW Government norm of 7.4 with increased parental and community interaction at school based events</p> <p>2. Increased opportunities for students to have active partnerships and pathway options with community, educational providers, industry and business partners</p> <p>3. Parents are informed two-way communication with parents aspect of TTFM data shows an increase from 2017 baseline score of 6.0 to meet or exceed the NSW Government norm of 6.6</p>	<p>1. See key initiatives for all resourcing</p> <p>2. See key initiatives for all resourcing</p> <p>3. See key initiatives for all resourcing</p>	<p>1. Parents feel welcome aspect of TTFM data shows an increase from 2017 baseline score of 6.3 to meet or exceed the NSW Government norm of 7.4 with increased parental and community interaction at school based events has significantly moved toward the 3 year goal with a score of 7.1.</p> <p>2. Achieved. with Increased opportunities for students to have active partnerships and pathway options with community, educational providers, industry and business partners.</p> <p>3. Parents are informed two-way communication with parents aspect of TTFM data shows an increase from 2017 baseline score of 6.0 to meet a score of 6.4 and working towards the NSW Government norm of 6.6.</p>

#### Next Steps

Consultation has moved beyond the Senior Executive and School Executive teams to allow for a more comprehensive and embedded evaluative process for all staff. This has ensured 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
<b>Quality Teaching, Successful Students (QTSS)</b>		
<b>Socio-economic background</b>	<p>Computer programs, community app, teaching allocation, student resources</p> <p>* Socio-economic background (\$28,000.00)</p> <p>* Socio-economic background (\$58,000.00)</p> <p>* Socio-economic background (\$104,000.00)</p> <p>* Socio-economic background (\$8,000.00)</p> <p>* Socio-economic background (\$5,000.00)</p> <p>* Socio-economic background (\$1,000.00)</p> <p>Socio-economic background (\$3,000.00)</p> <p>Purchased furniture for a collaborative learning space and technology (\$35,000)</p> <p>STEM classroom teaching resources for project based learning (\$10,000).</p> <p>Large fan. in MPC (\$16,000)</p> <p>Student calculators (\$2,200)</p> <p>* Socio-economic background (\$21,000.00)</p> <p>* Socio-economic background (\$5,000.00)</p> <p>* Socio-economic background (\$19,000.00)</p> <p>Socio-economic background (\$3,000.00)</p> <p>Purchased laptops. Purchased laptops for teaching staff</p> <p>* Socio-economic background (\$10,000.00)</p> <p>* Socio-economic background (\$50,000.00)</p>	<p>Head Teacher Student Services – to support improved student attendance data, implementation of PBL, student wellbeing initiatives, improve communication with parent/caregivers, improved attendance measured by sentral data.</p> <p>Business Manager – Ensure departmental policy compliance and support teacher time in curriculum, face to face teaching, improve communication with parent/caregivers.</p> <p>Additional Teacher for adjusted curriculum class – developing targeted literacy and numeracy through the adjusted curriculum classes.</p> <p>Edval/Sentral/Skoolbag app – for timetabling, student attendance, data analysis, tracking and evaluating milestones, engaging community and school partners, effectively support communication with parents in the community.</p> <p>Student Voice – Working partnership with students to identify student needs and give students a voice.</p> <p>Instructional leadership opportunities to facilitate staff to actively engage in the development of their PDP and work towards achieving identified goals to ensure ongoing improvement.</p> <p>To increase student learning in a collaborative setting as evidenced in all programs</p> <p>Increased student engagement building skills in collaboration, problem solving and communication skills.</p> <p>Increased community involvement in school initiatives and events. Support students in learning.</p> <p>Improved access to technology and online learning resources for students.</p> <p>Improved access to technology and online learning resources for staff, Improving student cultural awareness</p> <p>Improved student engagement, retention and leadership</p> <p>All teaching and learning programs are responsive to student needs and incorporate literacy, numeracy, AVID and technology to empower student learning as evidenced in all programs.</p>

<b>Socio-economic background</b>	<p>Socio-economic background (\$8,500.00)</p> <p>Classroom teaching resources</p> <p>Socio-economic background (\$10,000.00)</p> <p>Classroom resources for student learning, course fees for teacher professional learning, staff course fees</p> <p>* Socio-economic background (\$65,000.00)</p> <p>* Socio-economic background (\$2,000.00)</p> <p>Socio-economic background (\$10,000.00)</p>	<p>All teaching staff contribute to school improvement and implement agreed strategies at faculty level to address school priority areas</p> <p>Develop programs to improve student writing, enquiry, collaboration, organisation and reading skills aligned to Bump it Up initiative.</p> <p>Student wellbeing programs including Seasons for Growth and anti-bullying initiatives.</p> <p>Give staff an opportunity for professional development to ensure ongoing improvement in teaching practices and work towards PDPs.</p>
<b>Support for beginning teachers</b>	* Support for beginning teachers (\$13,786.00) x 3	Supporting induction and building capacity within first year of teaching for three teachers in their first year.
<b>Targeted student support for refugees and new arrivals</b>		
<b>Aboriginal background loading</b>	<p>Cultural cooking resources and student resources</p> <p>* Aboriginal background loading (\$67,042.00)</p> <p>* Aboriginal background loading (\$6,000.00)</p> <p>* Aboriginal background loading (\$3,500.00)</p> <p>Aboriginal background loading (\$2,000.00)</p>	<p>AEO allocated as per SBAR.</p> <p>Tutoring as per the old Norta Norta funding model to improve student literacy, numeracy and completion and submission of assessment tasks. Encourage students to recognise and respect cultural identity and diversity.</p>
<b>English language proficiency</b>	<p>ESL funding = \$8 800</p> <p>English language proficiency (\$8,800.00)</p>	All ESL students have access to ESL teacher one day a week to support with learning as well as ESL supporting teachers with adjusted strategies
<b>Low level adjustment for disability</b>	<p>Approximately 4 full time SLSO staff and 2 part time hours funded across the week throughout the year.</p> <p>Flexible funding support = \$88 962</p> <p>Integrated funding support = \$144 519</p> <p>OoHC funding = \$2 100</p> <p>Low level adjustment for disability (\$233,481.00)</p>	<p>NDIS data collated with adjustments for all identified students made and recorded through Sentral.</p> <p>Students with disability and learning needs have adjusted curriculum learning and assessment resources with additional time and one on one support if necessary to improve student learning.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	397	413	402	404
Girls	337	333	338	335

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	2015	2016	2017	2018
7	92.4	92	92.2	90.8
8	89.7	90.3	89.3	86.5
9	88.4	88.4	89.4	81.8
10	87.3	87.6	86.6	86.8
11	89.2	86.6	85.8	83.3
12	91	89.4	88.9	84.6
All Years	89.7	89.2	88.8	85.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Allocated resourcing has been used to target attendance and a steady increase in attendance has been achieved since 2013. Our 2018 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	1
Employment	0	0	23
TAFE entry	0	0	10
University Entry	0	0	35
Other	0	0	13
Unknown	0	0	18

This survey reflects a 82% response rate from all students from Wyong High School who sat the HSC in 2017. The total number of students was 75.

The data indicates the destinations of Wyong High School students who completed their HSC in 2017.

Apprenticeships include: Electrical (2), Fitter/Machinist (1), Horticulture (1), Landscaping (1), Mechanical (2), Telecommunications (1).

Traineeships include: Child Care (1)

### Year 12 students undertaking vocational or trade training

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

Construction – 2 (25%) – Steel Fitter, Construction Management (University)

Hospitality – 2 (15%) – Part time Hospitality, Event Management (University)

Information & Digital Technology – 2 (33%) – IT (University), Video Game Design (University)

Primary Industries – 5 (62.5%) – Jillaroo, Horticulture, Landscaping, Animal Care, Property Maintenance

Retail – 2 (20%) – Full time Retail, Hair Dressing

Visual Arts & Contemporary Craft – 1 (10%) – Bachelor of Animation (University)

### 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 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	44
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2.6
School Administration and Support Staff	17.68
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 2018, 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 including strategies to support student inferential comprehension reading skills and other reading, numeracy and writing skills identified through NAPLAN and school based assessment data. Whole school focus areas including literacy, numeracy, AVID and IT were supported through team meeting structures where collaborative sharing and resource development occurred. Staff development also focused on supporting with the use of 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 aligned to targets within the school plan. All staff completed mandatory compliance training in the Code of Conduct, Child Protection, Cardiopulmonary Resuscitation (CPR), Work Health and Safety and Anaphylaxis. Staff meetings and staff development days supported staff with NCCD training, mentoring using Aboriginal Professional Learning Plans and Building Aboriginal Culture. This included staff undertaking a site visit to Gibberagong further developing Aboriginal cultural awareness, history and perspectives with curriculum links. This supported staff to embed Aboriginal perspectives and history into all programs.

Staff identified individual professional learning goals through their Professional Development Plans (PDPs) and directed their professional growth based on identified needs. They 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. In 2018 three staff members were working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation and five staff members were maintaining accreditation at Proficient Level.

Core teachers and representatives from faculties completed formal AVID training at Winter and Summer Institutes to support innovative programming strategies for improved student learning. Identified professional learning funds and funding from the Resources Allocation Model (RAM) were used to provide professional learning opportunities.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	477,914
<b>Revenue</b>	10,238,965
Appropriation	9,974,054
Sale of Goods and Services	24,150
Grants and Contributions	234,274
Gain and Loss	0
Other Revenue	0
Investment Income	6,486
<b>Expenses</b>	-10,148,609
Recurrent Expenses	-10,148,609
Employee Related	-9,017,850
Operating Expenses	-1,130,759
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	90,356
<b>Balance Carried Forward</b>	568,269

This summary of financial information covers funds for operating costs to December 2018 and does not involve expenditure areas such as permanent salaries, minor and major building maintenance.

Further details concerning the statement can be obtained by contacting the school.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,863,408
Base Per Capita	151,574
Base Location	0
Other Base	6,711,834
<b>Equity Total</b>	897,794
Equity Aboriginal	88,283
Equity Socio economic	545,416
Equity Language	8,552
Equity Disability	255,543
<b>Targeted Total</b>	1,411,133
<b>Other Total</b>	423,141
<b>Grand Total</b>	9,595,476

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

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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

The 2018 NAPLAN data indicated 17% of students in the top 2 bands in numeracy, 15% in the top 2 bands of reading and 9% in the top 2 bands of writing.

In 2018, Wyong High School had 117 candidates in Year 7. This cohort demonstrated improved performance across band 7 reading and band 8 spelling.

Literacy trend data for Year 7 shows Wyong High School outperformed like school groups in spelling with 62.5% of students at or above expected growth levels. There was a modest increase of 2% in writing performance from 2017 results. Staff have previously 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)

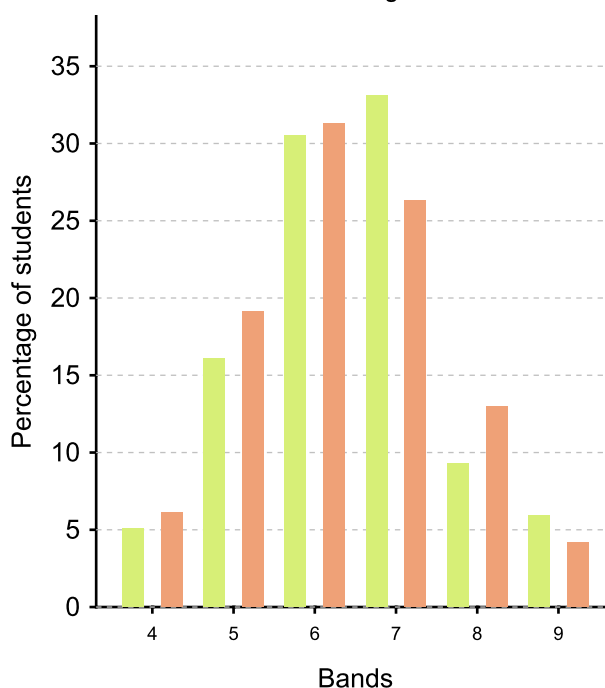
The 2018 NAPLAN data indicated 12% of students in the top 2 bands in numeracy, 15% in the top 2 bands of reading and 5% in the top 2 bands of writing.

In 2018, Wyong High School had 119 candidates in Year 9. This cohort demonstrated improved performance across bands 9 & 10 reading.

Literacy trend data for Year 9 shows an improvement from 2017 data with students just above state expected scaled growth performance in numeracy and above state expected scaled growth performance in reading. An increase with 63% of year 9 students achieved above expected growth in numeracy, 70.4% in reading, 56% in spelling and 53.4% in NAPLAN writing.

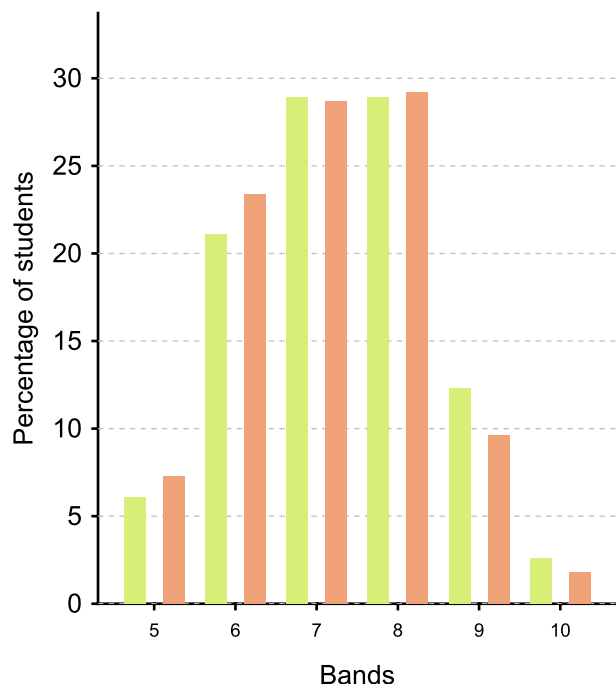
The proportion of students at or above National Minimum Standard in Year 9 NAPLAN for reading is at the Sustaining and Growing level when mapped against the School Excellence Framework and Wyong High School is performing above similar and all Government Schools in this area. Wyong High School is making an 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 7 Reading



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

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

117 year 7 Wyong High School candidates sat for the NAPLAN numeracy test in 2018. Of these, 17% were placed in the top 2 bands for Numeracy. There has previously been 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 decline in performance since 2016 with 51.8%% 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)**

119 Year 9 Wyong High School candidates sat for the NAPLAN numeracy test in 2018. Of these, 12% of students scored in the top 2 bands of numeracy. This overrepresentation of students in the middle NAPLAN bands has resulted 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 9 shows an increase in performance in all areas from 2017 with 63.6% of Wyong High School students reaching the expected

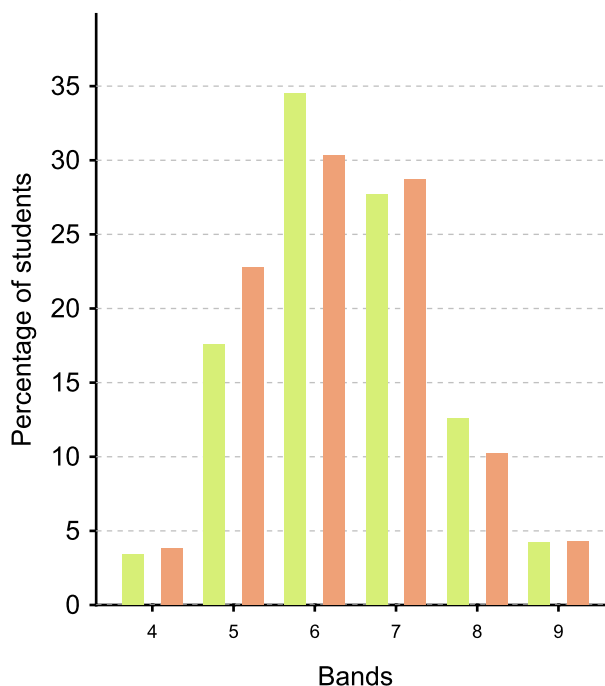
growth since year 7 testing. Staff have undertaken professional learning in the analysis of NAPLAN data to inform future KLA focus areas and to target individual student needs for improved learning performance.

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.

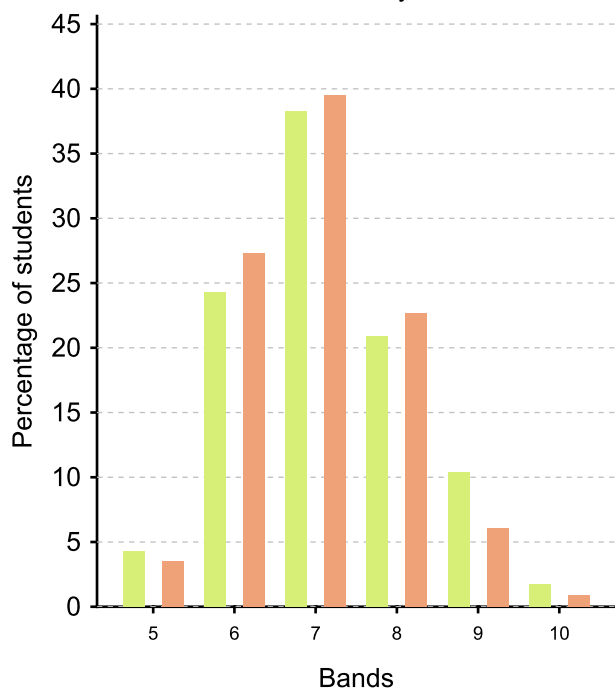
Our commitment to improved literacy and numeracy standards for our students is essential to our school strategic plan and as such Wyong High School staff professional learning will ensure we are well trained and prepared to support our students.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

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

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

The percentage of Year 9 students in the top two bands in 2018 has increased to 12% for numeracy and to 15% for reading and aligned to meeting Bump It Up targets for this school.

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 comparison to state performance.

There were 19 Aboriginal students who sat NAPLAN in year 7 in 2018. Our students outperformed state in the areas of numeracy and reading and underperformed against state in writing.

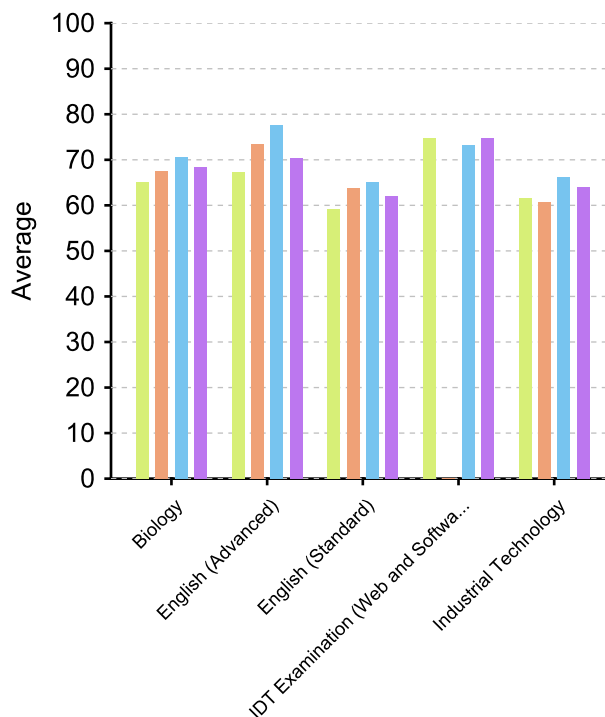
In year 9 we had 16 candidates who outperformed the state in numeracy and 15 candidates who sat the reading component and outperformed state in that element of NAPLAN also. Wyong High School year 9 Aboriginal students also outperformed state in the writing element of NAPLAN in 2018.

### Higher School Certificate (HSC)

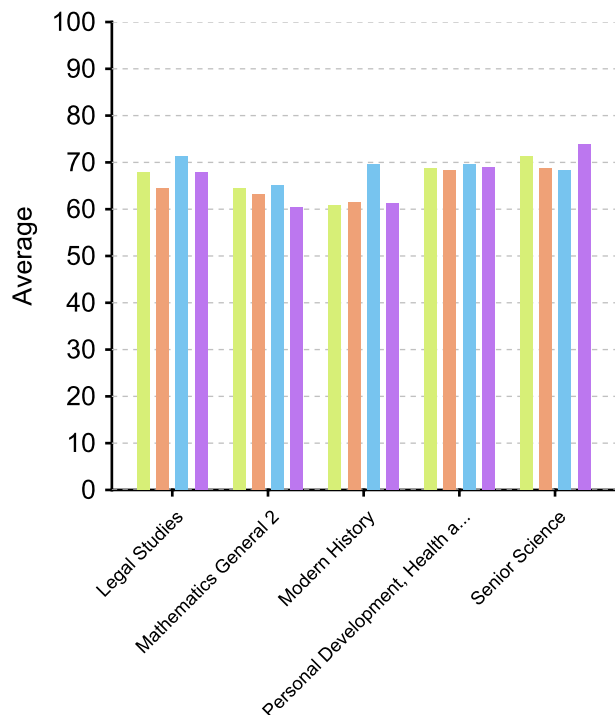
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6

(highest).

Wyong High School showed improvement in most subject areas and in 2018 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. Many of the subjects have achieved or are working towards the school plan target with subject average score matching or better than state for SSSG schools.



School 2018 SSSG Average 2018  
State Average 2018  
School Average 2014-2018

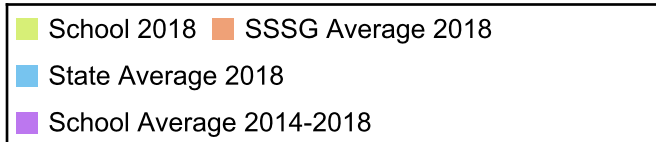
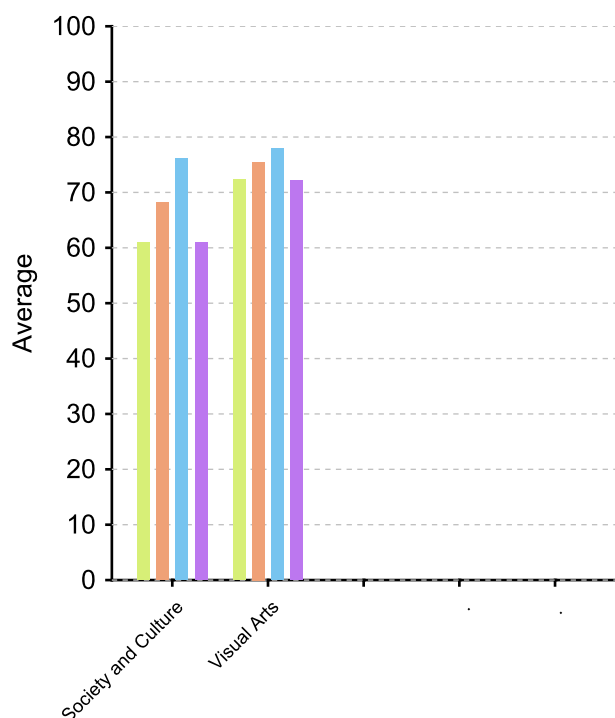


parent/caregivers and students think about aspects of school life and levels of engagement with our setting. Our school also engaged a team to interview and survey parents from our partner schools and our own school about school satisfaction and communication. Data collected from these surveys and the 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 again a success which engaged 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 an introduction to KLA courses as well as AVID and STEM.

Students were involved in many leadership opportunities in our school including the student leadership council and forums through the Wyong High School Student Voice Project as well as informal leadership opportunities in all school aspects, offering an authentic voice to students around key elements of school life.

Staff have indicated that they value increased opportunities for collaboration and sharing strategies and resources designed to improve student learning and wellbeing as targeted in the school plan.



## Parent/caregiver, student, teacher satisfaction

Wyong High School once again participated in the Tell Them From Me (TTFM) Survey and sought student, teacher and parent/caregiver opinions about school. This survey provided valuable feedback on what our



# Policy requirements

## Aboriginal education

**Wyong High School acknowledges that our school is on lands traditionally held by the Darkinjung 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 2018 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 organised a whole school staff development day at the start of Term 2. All staff were taken off site to engage in developing cultural awareness. Staff visited a significant Aboriginal site and were provided with knowledge and understanding on cultural beliefs, concepts and educational expectations. This included focusing on cultural connections, diversity and awareness. We were supported on this day 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. Many of our students received recognition at this assembly. Our Cultural Dance Group performed at this assembly as well at many community events throughout the year.

Funding was used to employ a tutor to assist students with assessment tasks along with providing help with course content.

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 focused on developing and leading cultural awareness programs across the WLC, utilising the meeting place 'The Rock' on school premises.

These programs were in collaboration with Ngara AECG, Darkinjung Land Council 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. This year a greater number of Aboriginal students have been placed in School Based Traineeships with NSW Health and major banks.

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.

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 2018 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, 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 and Major banks.

## 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 Spanish. They were afforded opportunities to learn about Spanish culture and eat Spanish 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.