Wyndham College

Annual Report

2018

8277

Introduction

The Annual Report for **2018** is provided to the community of Wyndham College as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

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

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

School context

Wyndham College provides a range of educational options for stage 6 students. The College offers a broad range of senior curriculum, supported by an extensive student support program.

Wyndham College is located in Quakers Hill on the Nirimba Education Precinct, and is a comprehensive senior high school and draws students from the three 7–10 schools within the Nirimba Collegiate (Quakers Hill, Riverstone and Seven Hills High Schools). The College, with its reputation for the provision of high quality education, attracts a significant number of students from non–government schools.

In 2018, there were over 700 students enrolled in the College.

Of these, approximately 6% students identified as Aboriginal and Torres Strait Islanders.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated:

Wyndham College has a strong and positive culture that is built on a core belief of working together to widen horizons in an adult learning environment. Wyndham College has an enrolment of approximately 750 , with a Support Unit of 45 students. Wyndham College is located on the Nirimba Education Precinct and has strong links with its precinct partners of WSU TheCollege, Nirimba TAFE and St John Paul II (Senior Catholic College). Enrolments have steadily grown due to valued and nurtured partnerships with Collegiate schools and Precinct partners. The College provides quality teaching and learning and the most extensive curriculum offering in Stage 6 across NSW for students. The College has an extensive transition and support program to ensure all students find success in Stage6. As a school we continue to strive for excellence by providing high quality educational experiences and opportunities for each and every student.

LEARNING

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

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

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

For Curriculum and Learning, and Assessment and Reporting, we are on a steady path towards excelling, with our future focus on strengthening evidence–based teaching practices across KLAs. Further to this descriptor, we are actively growing our innovative delivery mechanisms, particularly the use of online learning platforms, outdoor learning spaces, flexible learning environments and360° classrooms, to consolidate a blended model of learning across KLAs that utilises traditional and innovative pedagogies to enhance student learning outcomes. The element of Student Performance Measures, required a detailed analysis of key quantitative measures; our positive HSC results easily reflect strength, and we continue to sustain and grow in this element.

TEACHING

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

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

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

LEADING

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

For the element School Planning, Implementation and Reporting, we determined that whilst many staff can articulate the purpose of our strategic directions, particularly because we developed a system of "teams" where all teachers are active participants in programs that meet the strategic directions, we saw further opportunity to enhance the school planning process. Our workforce planning strategies that support curriculum provision and the recruitment of specialist quality staff indicated potential growth could be harnessed in succession planning and leadership development in order to drive school improvements. Our SEF saw the element of School Resources as Excelling. We determined the college has extensive school facilities that best meet the needs of students and precinct partners.

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

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality educational practices

Purpose

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

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student engagement is reflected in improved attendance, increased retention rates and improved value added in courses. Students requiring differentiation are identified and have a learning plan/pathway that are accessible to all staff. Data analysis is used to inform improved educational practices. Data will identify improved **numeracy and literacy** educational practices	Resources expended in these measures tend to be human rather than monetary. However, the amount expended on teacher Professional Learning has enabled a more informed practice in achieving improvement in theses areas.	All of these improvement measures are constantly monitored and refined. Many staff have been trained in SCOUT data analysis, from basic to advanced. Data obtained from 'Tell them from Me' surveys influence practices. This data comes from student, staff and parent surveys.

Next Steps

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

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

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

Strategic Direction 2

Leading, learning and connecting

Purpose

Provide a culture of learning and development, which enhances pedagogical skills, leadership experiences and connections within and beyond the college.

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will engage in professional learning and are successful in achieving and maintaining their accreditation.	A total of $77321 was spent on Teacher Professional Learning across all KLAs. This has meant some 2700 hours of Professional Learning engagement by staff on improving all areas of school operations.	Professional Learning shared with all staff– this has ranged from Differentiation strategies to designing and implementing 'Assessment for/ as/ of' strategies and many other areas of need.
Increased number of students involved in student leadership programs.		Expansion of SRC membership so as to prevent exclusion of engaged students. Peer Counsellors trained and implemented for Yr.10 Orientation days. Collegiate SRC
Monitor Performance and Development Plans for all staff which build capacity across all aspects of professional practice.		PDP meetings held with supervisors for monitoring and support following self assessment.

Next Steps

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

Strategic Direction 3

Holistic development of students

Purpose

Provide an inclusive, holistic educational environment to enhance student development as independent, resilient learners and citizens.

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff and students are engaged in the '*MindMatters' Wellbeing Program*. Greater involvement of students in the opportunities and events provided by the College. Students successfully transition to employment or further education at the conclusion of secondary education.	Well being team trained in 'MindMatters' program. SRC and Peer Counselling training programs. AIME training. WSU access involvement. Careers Education Program training	Enhanced performance by staff in identifying and dealing with their own ad students' potential mental health concerns. Successful students emerging from WSU access. A greater involvement of engaged students in leadership and peer development programs.

Next Steps

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

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

 Investigate other HSC pathways for students who are not experiencing success in courses to ensure greater retention rates between Preliminary and HSC courses

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal teacher/mentor Wellbeing team AIME mentors • Aboriginal background loading ($ 6000.00) • Aboriginal background loading ($6 000.00)	All PLP's finalised Post school destinations report prepared Evaluate program for 2019
English language proficiency	EAL/D teacher • English language proficiency ($ 14000.00) • English language proficiency ($14 000.00)	Engaged students who have successfully completed their studies to the best of their ability
Low level adjustment for disability	SLSOs LaST teacher H/T teaching and Learning Professional Learning on how to differentiate the curriculum for all students to access the curriculum • Low level adjustment for disability ($ 25000.00) • Low level adjustment for disability ($25 000.00)	Student attendance to be reviewed. Results to be evaluated to consider effect. Reflect on the requirements for 2019 and targeted areas to be identified for 2019.
Socio–economic background	Targeted teacher to deliver the specialist programs–Tradeschool Build a bike ALARM co–ordinator STEM co–ordinator • Socio–economic background ($ 50000.00) • Socio–economic background ($50 000.00)	Success will be determined by the number of students who complete the respective programs. Programs evaluated annually to assess their relevance The effectiveness of the ALARM and platinum programs to be reflected in improve value added for students STEM– interest will help determine the offerings within in STEM
Support for beginning teachers	Allocated class allowance to assist with teaching professional learning–applicable to beginning teacher Mentor assigned Head Teacher/s support • Support for beginning teachers ($ 8000.00) • Support for beginning teachers ($8 000.00)	Supported environment has been established Confidence in classroom management Greater understanding of the requirements of a teacher
Targeted student support for refugees and new arrivals	Teacher and SLSO support School resources purchased–textbooks and excursions funded • Targeted student support	Student to successfully graduate from the college

Targeted student support for refugees and new arrivals	for refugees and new arrivals ($ 3000.00) • Targeted student support for refugees and new arrivals ($3 000.00)	Student to successfully graduate from the college

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	363	355	352	357
Girls	335	313	339	350

Student attendance profile

School				
Year	2015	2016	2017	2018
11	91.7	89.8	89.3	89.1
12	90.5	90.3	90.1	87
All Years	91.1	90	89.6	88.1
State DoE				
Year	2015	2016	2017	2018
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89	89	89	87.7

Management of non-attendance

Attendance at Wyndham College is tracked electronically using Sentral software.

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

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

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	8.9
Employment	0	0	17.5
TAFE entry	0	0	17
University Entry	0	0	52.5
Other	0	0	4.1
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

In 2018, Wyndham College had 157 students undertaking vocational or trade training. This represented 56% of the cohort. The training courses were in Hospitality, Retail Studies, Construction, Business Services, VET Entertainment, Sports Coaching and Metals.

Year 12 students attaining HSC or equivalent vocational education qualification

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	11
Classroom Teacher(s)	45.69
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.08
Other Positions	1

*Full Time Equivalent

In 2018, Wyndham College had one member of the workforce who identified as being of Aboriginal background.

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	

Professional learning and teacher accreditation

Professional learning and teacher accreditation

Staff were enrolled in over 2700 hours of professional learning throughout 2018.. This encompassed compliance training, whole school focus initiatives and training which addressed specific needs of teachers. The school utilises data from each teacher's Personal Professional Learning Plan to identify needs and then design the professional learning calendar from this .Throughout 2018 total school expenditure on teacher professional learning was $77321 which equated to an average expenditure per teacher of $1130.. At the beginning of the year all teachers developed a Personal Professional Learning Plan within the Australian Institute of Teachers and School Leaders (AITSL)Professional Teaching Standards framework guided by the school and faculty plans. The school professional learning plan supports the strategic plan and the

personal professional learning needs of staff. These plans provide a foundation to enable staff to pursue learning opportunities to meet their specific learning needs.

School development days provide a platform for the school's strategic priorities to be a focus of professional learning, discussion and planning. School staff are involved and contribute to the effective implementation of the school's professional learning calendar. There are five days especially dedicated to support the future direction of the school ,address compliance training and whole school professional learning needs. Each of these days involves a faculty planning component. Issues such as child protection and student wellbeing are a consistent focus of school development days to ensure the needs of each student is met. Particular focal points were the principles of andragogy and review of 2016 teaching programs in preparation for implemented strategies for self–regulated learners into 2018 programs. This culminated in teachers' developing a more comprehensive understanding of the learning needs of a range of students and how better to implement andragogy into the classroom. Teachers also identified a need for further development of the ICT skills, the school conducted a series of comprehensive workshops on how to utilise Google Apps in Education to support student engagement and learning.

Beginning Teachers

During 2018 the school had one beginning teacher and several temporary teachers awaiting a permanent placement. Commensurate with their expertise all beginning teachers were supported with a supervisor and/or mentor as required by the Beginning Teachers Support Funding Policy and Procedures. Beginning and temporary teachers developed a professional learning plan which provided a framework for support to be provided to them throughout the year and as relevant professional learning events arose. Strategies of regular classroom lesson observation and structured feedback, targeted professional learning based on each teacher's needs and mentoring support were also implemented.

Financial information

Financial summary

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

	2018 **Actual** ($)
Opening Balance	593,664
Revenue	10,361,742
Appropriation	9,906,553
Sale of Goods and Services	43,085
Grants and Contributions	406,936
Gain and Loss	0
Other Revenue	0
Investment Income	5,169
Expenses	-10,065,654
Recurrent Expenses	-10,065,654
Employee Related	-8,959,560
Operating Expenses	-1,106,095
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	296,088
Balance Carried Forward	889,752

Wyndham College's financial management practices are in line with and meet the Department of Education NSW expectations. The school finances at Wyndham College are effectively managed by the School Principal and the School Administration Officer. Staff are liaised with when delegating funds to enhance learning opportunities.

Financial summary equity funding

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

|	2018 **Actual** ($)
Base Total	7,351,549
Base Per Capita	140,603
Base Location	0
Other Base	7,210,946
Equity Total	545,571
Equity Aboriginal	24,255
Equity Socio economic	285,535
Equity Language	61,061
Equity Disability	174,721
Targeted Total	1,102,286
Other Total	537,029
Grand Total	9,536,435

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

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
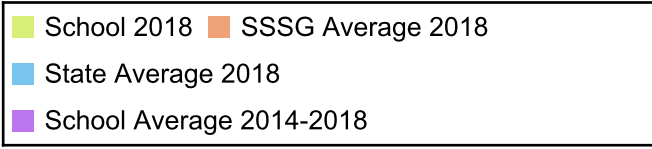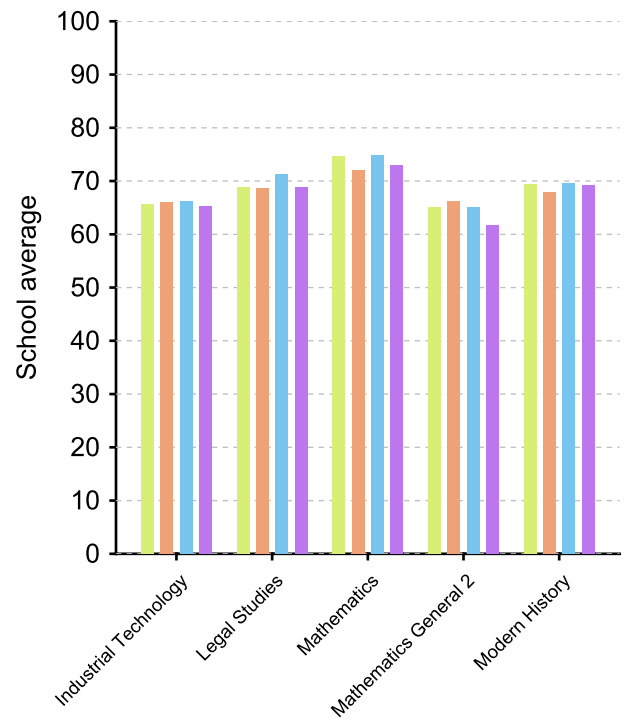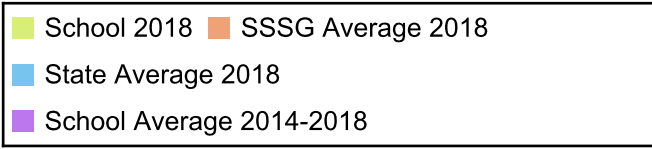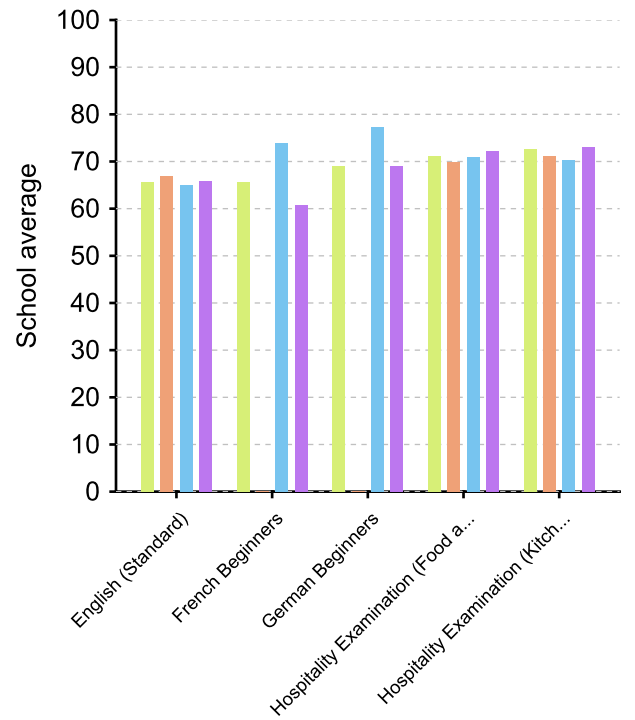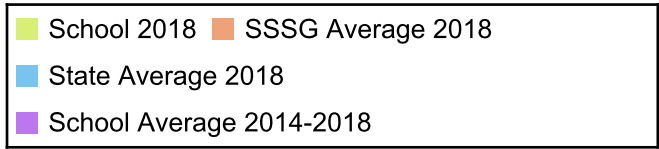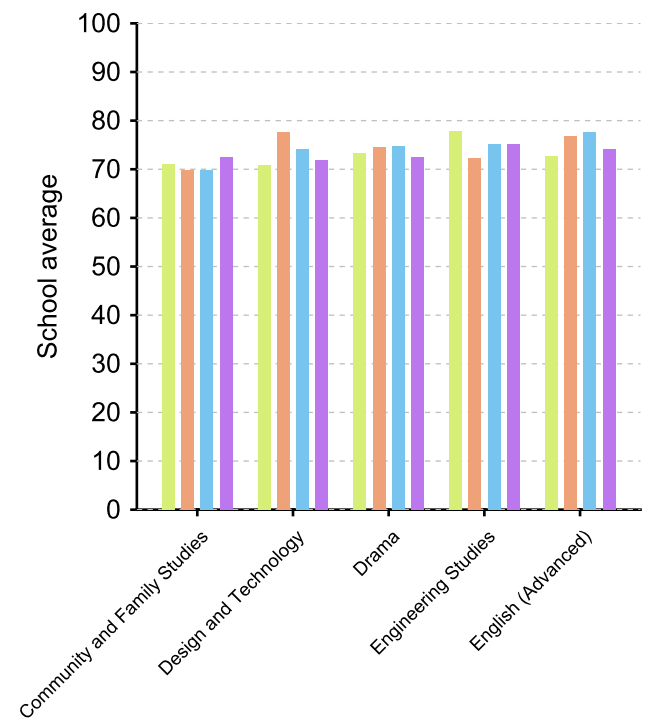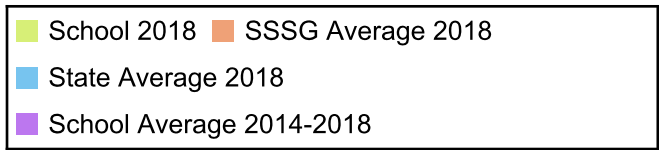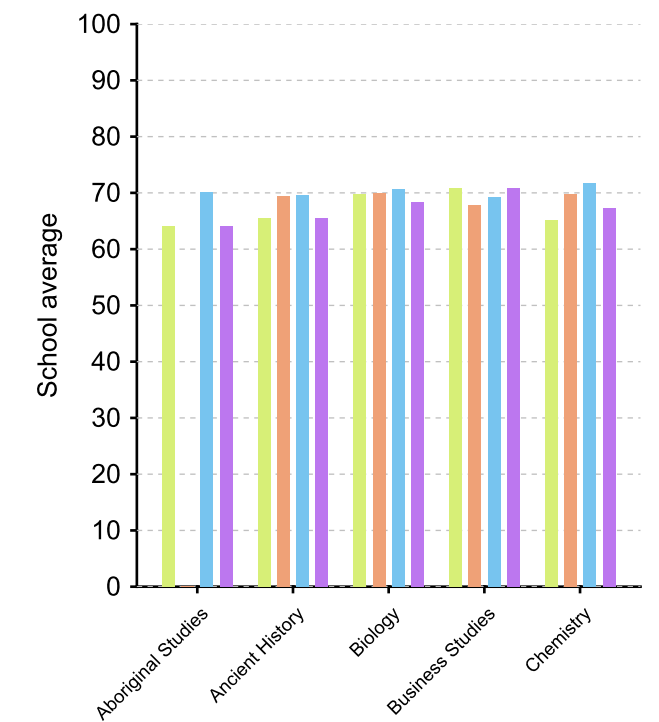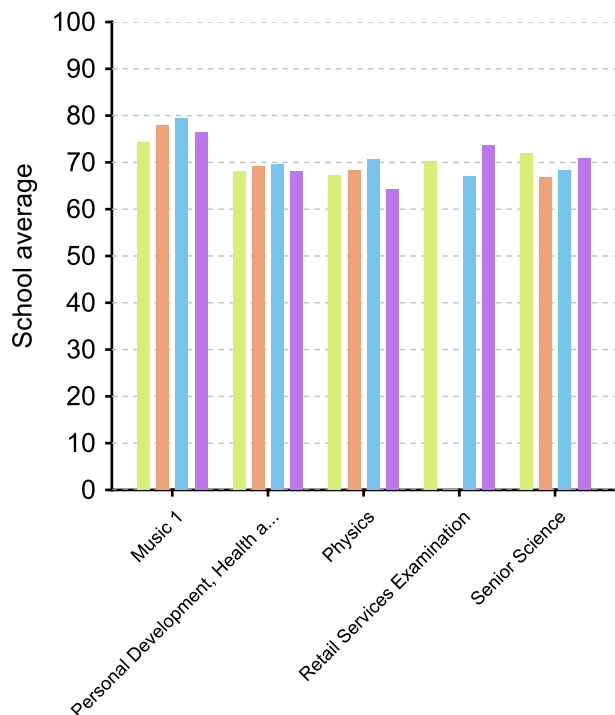
Legend:
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Legend:
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Legend:
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

Legend:
- School 2018
- SSSG Average 2018
- State Average 2018
- School Average 2014-2018

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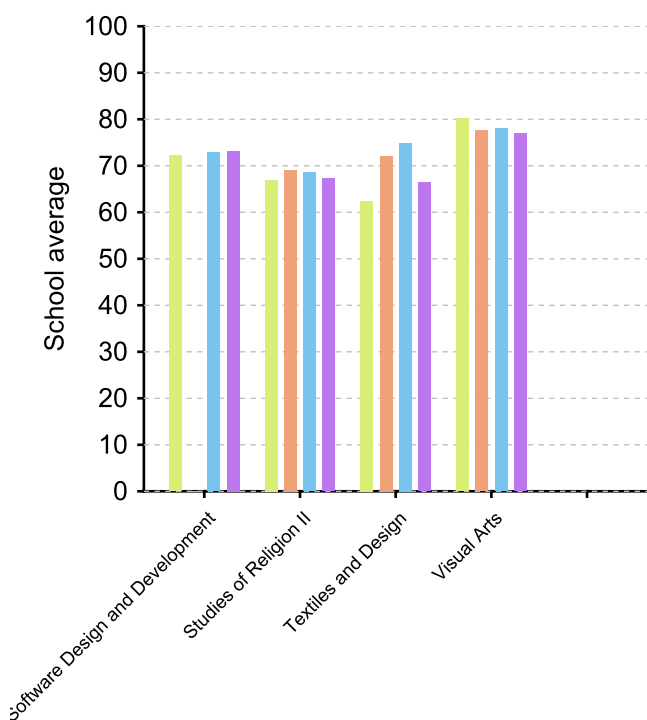
School 2018	SSSG Average 2018			
State Average 2018				
School Average 2014-2018				

Subject	School 2018	SSSG	State	School Average 2014-2018
Aboriginal Studies	64.1	0.0	70.2	64.1

Ancient History	65.5	69.4	69.5	65.6
Biology	69.7	70.0	70.7	68.3
Business Studies	70.8	67.8	69.3	70.8
Chemistry	65.2	69.8	71.8	67.2
Community and Family Studies	71.0	69.9	69.9	72.5
Design and Technology	70.9	77.7	74.2	71.8
Drama	73.3	74.5	74.8	72.5
Engineering Studies	77.8	72.3	75.3	75.1
English (Advanced)	72.7	76.8	77.5	74.2
English (Standard)	65.6	66.8	65.0	65.8
French Beginners	65.7	0.0	74.0	60.7
German Beginners	69.0	0.0	77.3	69.0
Hospitality Examination (Food and Beverage)	71.1	69.9	71.0	72.3
Hospitality Examination (Kitchen Operations and Cookery)	72.6	71.2	70.3	73.1
Industrial Technology	65.6	66.0	66.2	65.3
Legal Studies	68.9	68.7	71.2	68.9
Mathematics	74.6	72.0	74.8	72.9
Mathematics General 2	65.0	66.2	65.1	61.6
Modern History	69.4	68.0	69.5	69.2
Music 1	74.2	77.8	79.5	76.3
Personal Development, Health and Physical Education	68.1	69.2	69.5	68.1
Physics	67.2	68.3	70.6	64.3
Retail Services Examination	70.1	0.0	67.0	73.6
Senior Science	72.0	66.7	68.2	70.8
Software Design and Development	72.2	0.0	72.9	73.1

Studies of Religion II	67.0	69.1	68.5	67.3
Textiles and Design	62.4	72.1	74.9	66.4
Visual Arts	80.2	77.6	78.0	76.9

Parent/caregiver, student, teacher satisfaction

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

In 2018, the school sought the opinions of parents, students and teachers about the school.

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

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

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

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

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

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

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Policy requirements

Aboriginal education

During 2018, as part of the ATSI Department of Education initiative our students have had access to the AIME program, Walk the Way to Wyndham and precinct activities including the Aboriginal Student Conference, Reconciliation Day Ceremony and the Koori Pathways Careers Day.

Changes to the funding arrangements for the Norta Norta have made it more difficult to fully implement as we have previously though our staff have made close connections with our Aboriginal students. They have worked closely with ATSI students targeting improvements in both Numeracy and Literacy. Students were identified by liaising with our feeder schools (Seven Hills High School, Riverstone High School and Quakers Hill High School) to obtain lists of students who had been identified as coming from an Aboriginal or Torres Strait Islander background. Also, information from the DoE OASIS report and a continuation of students moving from Year 11 into Year 12, provided us with information of students who can access additional help.

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

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

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

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

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

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

Multicultural and anti-racism education

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

In 2018 the college:

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

Participated in ARCO training and implementation.

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

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

Recognised and celebrated our cultural diversity through multi–cultural day.