

# Willyama High School

## Annual Report



2018



WILLYAMA  
HIGH SCHOOL  
CONNECT • INSPIRE  
EXCEL - TOGETHER

8491

## Introduction

The Annual Report for **2018** 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

The year 2018 was the first year of a new school planning cycle. Our strategic directions of Inspired Learning, Quality Teaching and Distributed Instructional Leadership are tied closely to the three domains of the School Excellence Framework.

Our school underwent the external validation process in Term 4 2018. Our school is proud of the relationships we build and the structures and systems we have in place to support and promote student wellbeing. These are of the highest quality and the external validation process showed that they are in fact excelling in terms of the School Excellence Framework.

Some highlights of 2018 at Willyama High School included:

- A number of physical improvements around our school including new signage, the upgrade of our senior study and library and creation of a new agriculture plot.
- A school excursion to Japan for elective language students with multiple fundraising events well-supported by our parents and local community.
- Year 8 student Kalyce Pressler becoming national champion in 13 years 100 metres breaststroke at the School Sport Australia swimming championships held in Tasmania.

The year 2018 was a challenging but productive year in terms of learning about and transitioning to new school administration processes including SAP finance.

As we reflect on the events of 2018, we are confident that we are able to continue to grow and develop as a evolving school in the years ahead that focuses on building strong connections to inspire excellence in learning.

Grant Shepherd

Principal

# School background

## School vision statement

To embed a powerful supportive culture that challenges all students and staff to be higher order thinkers through reflecting on themselves as learners. Staff utilise quality teaching practices to engage 21st century learners, equipping students with the dispositions to be active and informed citizens in a diverse and dynamic society.

## School context

Willyama High School is a 7–12 comprehensive high school of 493 students located in Broken Hill in Far West NSW. The school services a predominantly low socioeconomic community and has a diverse population with 95 Aboriginal students (approximately 19% of the student population). The school is staffed with 48 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 six 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 and Health Services 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that:

In the domain of Learning, our school was both self-assessed and external validated at *Excelling* for Wellbeing, *Sustaining and Growing* for Learning Culture and Reporting, and *Delivering* for Curriculum, Assessment and Student Performance Measures.

Our school has focused on our strategic direction of Inspired Learning with a specific purpose to build student capacity focusing on literacy and numeracy skills in an environment underpinned by high expectations and challenge. Our school learning culture has grown through the use of HOW2Learn strategies with a strong emphasis that student learning is our core business. Students have been able to connect, succeed, thrive and learn as a result of our strategic and planned approach to whole school wellbeing processes. Professional learning groups have focused on improving assessment practices, in particular formative assessment. When analysing student performance measures, we have evidenced improvements in HSC and NAPLAN results as well as improvements in Maths Pathway growth and on Woodcock Reading scores.

In the domain of Teaching, our school was both self-assessed and externally validated at *Delivering* for Effective Classroom Practice, Professional Standards and Learning and Development, and *Working Towards Delivering* for Data Skills and Use.

Our school has focused on our strategic direction of Quality Teaching with a specific purpose of building staff capacity through a school-wide focus on professional learning to maximise quality teaching practices and enhance student performance. Timetabled cross-curricular professional learning groups are embedded in our school culture and facilitate collaborative practice. Quality Teaching Rounds is becoming embedded with a format that appears to work best in a school with limited casual staff. These have occurred in the last 4 weeks of each term this year. HOW2Learn drives our teaching pedagogy with best evidence-based strategies based on Hattie's effect sizes being investigated and implemented.

In the domain of Leading, our school was both self-assessed and externally validated at *Delivering* for Educational Leadership, School Planning, Implementation and Reporting, School Resources, and Management Practices and Processes.

Our school has focused on our strategic direction of Distributed Instructional Leadership. All teachers teach (including principal and deputies) so there is the opportunity to share, reflect, model and improve teaching practices based on realistic expectations with first-hand experience of the challenges faced at the classroom level. There is also a strong culture of distributive leadership and taking risks with new ideas in pursuit of making positive change. Innovative strategies include Maths Pathway, Spell-It classes, timetabled professional learning groups, Turn It In and our RASP curriculum model with Broken Hill High School. We have been involved in NAPLAN online and opted in for Best Start Year 7 2019. Our school plan informs strategies for school improvement and is closely aligned with its strategic directions to the domains of the SEF. Our milestoning process has improved greatly and we will continue to work on embedding more consistent, ongoing processes to better monitor and evaluate the implementation and effectiveness of our strategies. Knowledge of, and skills in, new LMBR processes have been developed throughout the first year of implementation.

Our self-assessment and the external validation 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

### Inspired Learning

#### Purpose

To build student capacity focusing on literacy and numeracy skills in an environment underpinned by high expectations and challenge.

#### Overall summary of progress

Improving literacy levels across our school has remained a focus for 2018 driven by the improvement measures state in the table below.

Our school has continued to implement the ALARM (A Learning and Responding Matrix) project in 2018 to assist students with developing their writing skills. There was a slight decline in the number of students achieving in higher HSC bands and this may be attributed to significant staff changeover since the original training.

Multilit Reading Tutor Program continued to run successfully with two SLSOs continue to deliver the program. In the second half of 2018, two additional SLSOs were employed and trained to run the program with indigenous students.

The Multilit Spell-It program continued to run in timetabled Year 8 classes for three lessons a cycle. Pre and post gap analysis tests showed great improvement throughout the year. Year 9 NAPLAN spelling showed significant improvements in 2018.

The Maths Pathway program was extended into both Year 7 and 8 classes. A check in halfway through the year indicated that Year 7 students were progressing well overall. Year 8 students' growth was not as expected and changes were made to class structures to incorporate another class into the year group. Teachers who hadn't received the initial training were also provided with first-hand training.

A Year 9 STEM elective class ran for the first time this year with 6 lessons per fortnight. A number of these lessons were team taught by both a science and maths teacher.

The Positive Environments Team, led by a deputy principal, was rebuilt after some significant staff changeover. Newly designed, more colourful and appealing signage was implemented around the school giving the universal school values a higher profile. New pull up banners were also purchased.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• A greater percentage of students achieve in the top two bands for NAPLAN reading, writing, spelling and numeracy.	\$11,000 SBAR Equity (Multilit Spell-It release/resources)	In 2018, 23.3% of students achieved in the top two bands for NAPLAN reading, writing, spelling and numeracy.  There may be some comparability issues with NAPLAN 2018 due to the combination of written and online testing.
• At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing, spelling and numeracy in Year 9.	\$1658 SBAR Equity (Multilit Reading Tutor Program resources/training)  \$109,193 SBAR Equity (RTP SLSO)  \$50,480 SBAR Equity (RTP ATSI SLSO)  \$18,927 SBAR Equity (Maths Pathway SLSO)	In 2018, 89.3% of students achieved at or above national minimum standards for NAPLAN reading, writing, spelling and numeracy (compared to 89.4% for SSSG). This was an increase from 88.85% in 2017 (compared to 89.85% for SSSG).
• Improved value-added results	\$12,285 (Maths Pathway)	Value-added from Year 7–9 has been measured at



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
from 7–9 and 9–12.	Subscription)  \$2,454 Professional learning (Maths Pathway Staff Training)  \$2454 Beginning Teachers (Maths Pathway Staff Training)	36.5 (working towards delivering) for 2017–2018. In 2016–2017, it was measured at 34.33 (working towards delivery). This represents insignificant change.  Value-added from Year 9–12 has been measured at 25.57 (sustaining and growing) for 2016–2017. In 2015–2016, this was measured at 24.6 (delivering). This represents insignificant change. (Note: Data for this measure lags by one year).
• Improved levels of student well-being and engagement.	\$2,450 SBAR Equity (Vivo Miles Subscription)  \$4,284 SBAR Equity (PBL Rewards Subsidies)  \$4,440 (School Signage)	Our school was self-assessed and externally validated as 'excelling' for Wellbeing in the School Excellence Framework.

## Next Steps

The Multilit Reading Tutor Program will continue to be implemented in 2019. Staff to undergo further training where required. Closer monitoring of student progress will be implemented with more transparent data and regular meetings led by Learning and Support Teacher. The effectiveness of the program and value for funds spent to be closely monitored and evaluated.

Max Woods will be contacted to conduct expert ALARM initial training/refresher training during a school development day in 2018. followed up with specific faculty workshops.

The Multilit Spell-It program will continue to run in Year 8. New staff teaching the program need to attend training. The team will continue to evaluate the effectiveness of the program.

The Maths Pathway program will be extended into Years 7, 8 and 9 in 2019. There is a change planned to have more open classrooms and teachers to work together in pairs to better incorporate mini-lessons and simultaneously maintain student engagement across the students completing modules. Numeracy results in NAPLAN for Year 9 students will be analysed as part of the evaluation of the effectiveness of Maths Pathway so far.

Teachers to undertake further professional learning in STEM. Resources to be investigated and purchased. Library maker space to be developed. Mandatory timetabled STEM for Year 8 to be trialled in 2019 for four periods a cycle.

The school's Positive Learning Environments Team is looking to re-invigorate some of the research-based strategies around encouraging positive student behaviour including the explicit teaching of behaviour in focus areas based on school data analysis.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To build staff capacity through a school-wide focus on professional learning to maximise quality teaching practices and enhance student performance.

#### Overall summary of progress

Our Lesson Observation Team (LOT) continued to meet and refine policies, procedures and systems for lesson observations, including updating the Individual Coding Sheet to include suggestions and updating the Group Coding Sheet to include a minimum of 9 elements. All staff were trained in Quality Teaching Rounds (QTR) process during school development days in 2017 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. 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 to inform teaching practices which are improving.

Professional learning was delivered by a deputy principal to all teachers in the HOW2Learn module: Practices That Accelerate Learning through professional learning groups. Formative assessment is an evidence-based pedagogy that has been focused on. All teachers undertook extensive professional learning in the first key strategy for formative assessment: learning intentions and success criteria. Teachers were also provided with allocated time to develop these into their teaching programs and classroom practice.

Selected staff have undertaken introductory training in the new literacy progressions. A team was formed towards the end of the year to plan for implementation and become involved in Best Start Year 7.

A number of faculties were trained in Seven Steps to Writing Success on the school development day in Term 3.

#### 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"><li>Increased use of evidence-based pedagogy by teachers.</li></ul>	\$950 (LI/SC whiteboards)  \$106,000 SBAR Equity (Release for timetabled PLGs)	Activities undertaken in Professional Learning Groups (PLGs) have continued to promote evidence-based pedagogy.  Whiteboards for learning intentions/success criteria have been installed in all classrooms.
<ul style="list-style-type: none"><li>Teachers undertake professional learning in the literacy progressions and improve their capacity to teach literacy.</li></ul>	\$11,164 Professional Learning (Seven Steps to Writing Success)	Introductory professional learning in literacy progressions was undertaken by team members.  Staff were trained in Seven Steps To Writing Success at a school development day.
<ul style="list-style-type: none"><li>A system is implemented to monitor and facilitate individual student growth across our school.</li></ul>	Maths Pathway subscription (already included)	A team has been developed and have begun to look at Best Start Year 7 and the literacy progressions to plan for implementation across the school.  The Maths Pathways program monitors and facilitates individual student growth for Year 7–9 students in numeracy.

#### Next Steps

Quality teaching rounds will continue to be a focus at Willyama High School through the new strategic direction of Quality Teaching. It is embedded into the professional learning cycle in its modified form for the last four weeks of each term. There is significant teacher changeover for 2019 and new teachers will need to be brought up to speed through immersion in the process. Whole school training will be sought for a school development day during the year to both

refresh existing teachers with their knowledge and skills and train new teachers.

There will be a continual focus on formative assessment in 2019 building on existing professional learning undertaken on learning intentions and success criteria. An executive team is to attend a Dylan Wiliam conference on Embedding Formative Assessment early in 2019 to help facilitate the way forward with this. These executive will lead professional learning groups through the five key strategies as outlined by Dylan Wiliam and support classroom implementation.

The literacy progressions team will continue to meet regularly to further development their knowledge and skills and to develop strategies for whole school implementation.



### Strategic Direction 3

#### Distributed Instructional Leadership

#### Purpose

To build a strong pipeline of leaders with a focus on building and sustaining a culture of effective, evidence-based teaching so that everyone makes measurable learning progress.

#### Overall summary of progress

There has been an increase in instructional leadership across the school with senior executive leading timetabled professional groups. In 2018, there has been a focus on Quality Teaching Rounds, the HOW2Learn module: Practices That Accelerate Learning (including learning intentions and success criteria) and using data to inform teaching practice.

Growth coaching professional learning was undertaken by the Principal throughout 2018. The impact of numerous intensive training sessions on new LMBR processes throughout the year has made it challenging for school leaders to be able to focus on developing and practising growth coaching as part of instructional leadership.

The Aboriginal Education Team (AET) have met every three weeks to plan and discuss initiatives to improve engagement and achievement for Aboriginal and Torres Strait Islander students. Students have been given the opportunity to develop as young leaders through a number of activities including leading NAIDOC activities with younger students in our partner primary schools.

The senior study and library both had a significant upgrade. The careers room was also opened up to create a bigger space for both students and parents to gain careers advice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in effective instructional leadership emphasised in professional learning programs.	\$2000 Professional Learning (Growth Coaching)	Professional learning groups led by senior executive.  Growth coaching courses undertaken by Principal.
Increase the proportion of students involved in programs or activities that allow them to build or demonstrate leadership skills.		SRC have held fundraisers with students allocated specific roles to develop leadership skills.  Selected ATSI students have led NAIDOC activities in primary schools.
Improve the appearance and profile of our school through increased community engagement and improved communication strategies.	\$250,000 School & Community (painting, senior study, careers room, staff common/parent meeting room, signage, agriculture plot and library).	Senior study, school library, staff common room and careers room were all upgraded.  Parents and community were highly involved in Japan excursion fundraising and building agriculture plot.

#### Next Steps

All executive staff, including deputy principals and head teachers will undergo Growth Coaching training during 2019. Head teacher groups and executive meetings will be used to practise, develop and refine the skills along the way to developing other staff and students. Growth coaching for students to be explored in 2019.

Senior executive staff to continue to lead professional learning groups in 2019. Faculty Leaders and other teachers to lead groups where they have specific knowledge/training from being members of team eg. QTR team, formative assessment team.

Continue to develop new projects eg signage, outdoor space for Special Education, agriculture plot and library space.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal background loading (\$94,592)	An Aboriginal Education Officer (AEO) is part of our school's staffing entitlement at a cost of \$67,042. The remaining funds were utilised to contribute to the cost of the employment of an SLSO to support Aboriginal students and conduct the Multitit Reading Tutor Program with identified Aboriginal students.
<b>Low level adjustment for disability</b>	Low level adjustment for disability (\$273,184)	1.8 Learning and Support Teachers are part of our school's staffing entitlement at a cost of \$187,403. 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. 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 including implementing Reading Tutor Programs with identified students.
<b>Socio-economic background</b>	Socio economic background (\$346,761)	1.6 additional teachers are part of the school's staffing entitlement at \$166,581. 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 socio economic background funds until the end of the year (\$155,388) Flexible funding (\$24,792) 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. 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.
<b>Support for beginning teachers</b>	Support for beginning teachers (\$104,695)	<p>Four permanent beginning teachers and three temporary beginning teachers were allocated targeted funding for their first year of teaching. Five teachers were allocated funding for their second year of teaching. A Head Teacher Mentor (\$139,000) was employed to support and mentor both permanent and temporary beginning teachers (12 in total). A teacher (\$8,500) was employed to provide targeted release time for beginning teachers.</p> <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. Five beginning teachers achieved their accreditation in 2018.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	246	234	230	226
Girls	246	236	241	250

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	89.8	89.4	93	86.7
8	87.6	86.8	87.4	84.4
9	88.1	86.6	88.3	80.2
10	84	87.2	85.2	78
11	86.3	88.4	89.9	86.3
12	89.3	90.3	92.8	88
All Years	87.6	87.9	89.1	83.5
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

Our school's overall attendance from last year is only 4.9% 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	0	0	2
Employment	6	2	16
TAFE entry	5	1	2
University Entry	0	0	12
Other	8	2	10
Unknown	0	0	3

The post school categories are as follows:

- **Seeking Employment:** students that have left school and are actively seeking employment in a full time capacity.
- **Employed:** A school leaver that has been employed since leaving school.
- **TAFE entry:** A school leaver that has enrolled in a TAFE certificate as a full time student
- **University entry:** A school leaver that has accepted a University offer
- **Other: GAP Year:** a student that has deferred for a gap year.
- **Other: Changed School:** a student changed Schools.
- **Unknown:** A school leaver that could not be contacted or refused to give information on a post school destination.

During 2018, 56 students were enrolled at Willyama High School in Year 12. Of these students 49% accepted an offer from a University, which includes students that deferred to take a gap year. Most of these students are employed during this period but have been included in the University entry/ GAP year categories. The number of student applying for University dropped slightly due to increased employment opportunities being available locally in Broken Hill. The use of the TVET qualifications that are made available through school and TAFE Western has resulted in many students being able to start their careers directly out of school.

The number of students seeking employed has dropped below 4%, which can be attributed to the increased efforts in careers counselling offered at Willyama High School. An increased number of students from all senior year levels have enrolled in TAFE Western which is a positive outcome for the local area and keeping educational opportunities local in Broken Hill.

The steady course offerings in multiple disciplines at University to Willyama students can be linked to academic success during the HSC period by the school. A focus on increasing exam preparation through the ALARM process has demonstrated a more competitive cohort in regards to ATAR score. The

option of alternative entry also has increased opportunity for students to enrol in University study.

Another increase has been students obtaining apprenticeships and full time positions in employment. The use of work experience and industry experiences has given students a real indication of different career pathways which has resulted in them being prepared thoroughly for tasks required in the industry they have chosen.

Overall Willyama has demonstrated excellent post school data and will continue to focus on the areas of unemployment and engagement in post school education.

### Year 12 students undertaking vocational or trade training

Of the 56 students in year 12, 21% undertook vocational training through TAFE and 27% undertook vocational training through the school. Many students undertook up to 2 VET courses. In total, 48% of year 12 students (18 in total) studied at least one VET subject. Due to a combined subject information night we saw an improvement of 2% overall in students completing VET Subjects.

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

Fifty-five students completed the Higher School Certificate in 2018. One student received a Record of School Achievement.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	32.4
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.78
Other Positions	1

\*Full Time Equivalent

3% 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	3

### 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 used to facilitate release for participation in Quality Teaching Rounds.

Total school expenditure on professional learning for staff in 2018 was \$91,000. One school development day was moved from the end of the year to the start of the year after consultation with the school community. The Term 3 school development day was also moved to enable an expert trainer in Seven Steps to Writing Success to travel to Broken Hill. School development days throughout the year focused on literacy strategies and mandatory training in child protection, anaphylaxis

and health and safety. Identified staff members have attended specific professional learning in areas that support our key processes such as Maths Pathway, STEM, literacy progressions, growth coaching, Multitit Reading Tutor Program as well as subject-specific professional learning.

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

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

## 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>	1,247,000
<b>Revenue</b>	7,684,938
Appropriation	7,393,970
Sale of Goods and Services	151,117
Grants and Contributions	127,433
Gain and Loss	0
Other Revenue	0
Investment Income	12,419
<b>Expenses</b>	-7,943,081
Recurrent Expenses	-7,943,081
Employee Related	-6,800,880
Operating Expenses	-1,142,201
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-258,143
<b>Balance Carried Forward</b>	988,857

The Willyama High School finance committee meets regularly to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken again this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HR budget tool, SAP and the Electronic Financial Planning Tool.

Our school had accumulated significant school and community funds through the P&C donating all of their canteen profits to an already healthy amount when they ceased to operate at the end of 2017. A significant proportion of these funds were spent during 2018 on upgrading the senior study and library including the purchase of modern furnishings to create flexible learning spaces.. The front office area was painted and staff common room upgraded into a space that is suitable for parent information evenings in place of the space now occupied by the senior study. A new school agriculture plot has been fenced and a shed built.

Our school intends to continue to upgrade and improve the appearance of our school. The outdoor space for special education requires development and the new agricultural plot will also require additional funding to build it to capacity. The Food Technology kitchen and a science laboratory also require upgrading.

### 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>	5,414,576
Base Per Capita	94,492
Base Location	56,740
Other Base	5,263,344
<b>Equity Total</b>	717,605
Equity Aboriginal	94,592
Equity Socio economic	346,761
Equity Language	3,069
Equity Disability	273,184
<b>Targeted Total</b>	716,968
<b>Other Total</b>	149,884
<b>Grand Total</b>	6,999,034

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.

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.

The average NAPLAN scores for combined literacy components in Year 7 was 495.2 (490.56 SSSG, 528.41 State) and in Year 9 was 543.2 (527.87 SSSG, 566.95 State). This was significantly above statistically similar school groups but significantly below the State in both year groups.

The average scaled growth for literacy components in Year 7 was grammar and punctuation 27.8 (36.2 SSSG, 36.9 State), reading 36.8 (43.2 SSSG, 40.9 State), spelling 46.6 (50.3 SSSG, 51.2 State) and writing 28.2 (19.0 SSSG, 34.8 State).

The average scaled growth for literacy components in Year 9 was grammar and punctuation 13.0 (38.3 SSSG, 38.4 State), reading 34.6 (44.0 SSSG, 44.6 State), spelling 32.6 (36.1 SSSG, 38.5 State) and writing 16.8 (13.3 SSSG, 34.3 State).

The average NAPLAN scores for the numeracy component in Year 7 was 509.9 (504.46 SSSG, 544.74 State) and in Year 9 was 562.4 (556.01 SSSG, 593.98 State). This was significantly above statistically similar school groups but significantly below the State in both year groups.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The average percentage NAPLAN reading and numeracy results in the top two bands for Years 7 and 9 combined is 11.0%. This is an increase on 7.8% from

2017.

The average percentage NAPLAN reading and numeracy results in the top two bands for Years 7 and 9 combined Aboriginal students is 3.7%. This is an increase on 0% from 2017.

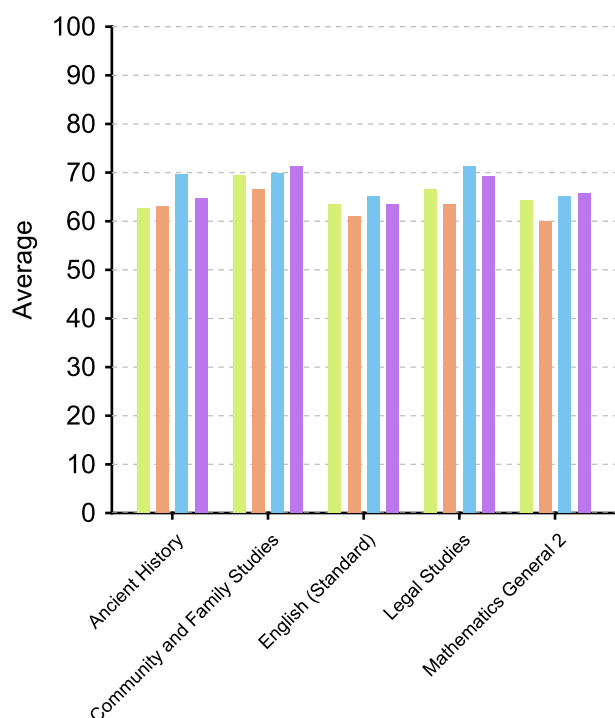


### Higher School Certificate (HSC)

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

Fifty-five students sat the HSC at Willyama High School in 2018. Two of these students were on the HSC Distinguished Achievers list for achieving Band 6s in Music (Jessica Elston), and English Advanced (Sienna Sulicich). Kelsey Graham (pictured) is to be congratulated on achieving dux of HSC Year for 2018. 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 Personal Development, Health and Physical Education.





Community and Family Studies	69.3	66.5	69.9	71.3
English (Standard)	63.5	60.9	65.0	63.4
Legal Studies	66.5	63.5	71.2	69.1
Mathematics General 2	64.3	59.9	65.1	65.8
Modern History	69.3	59.6	69.5	66.5
Personal Development, Health and Physical Education	70.3	62.6	69.5	70.3
Society and Culture	70.6	67.9	76.1	74.2

## Parent/caregiver, student, teacher satisfaction

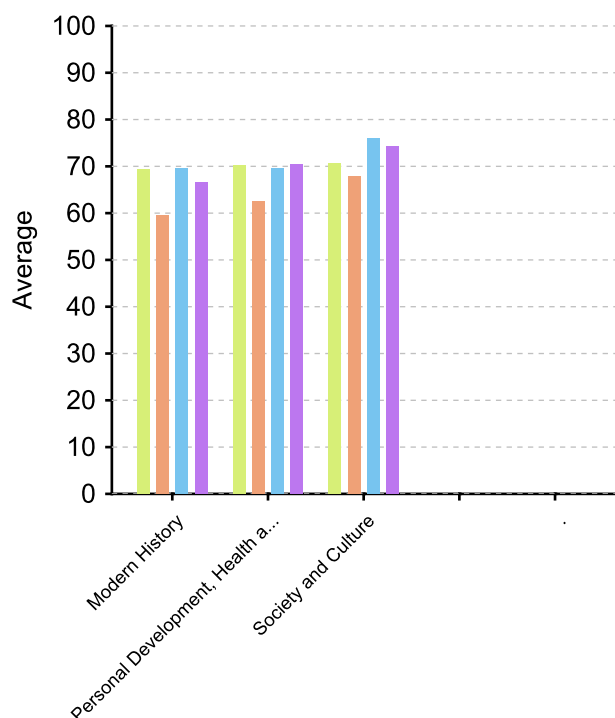
Each year, schools are required to seek the opinions of parents, students and teachers about our school. In 2018, our school used the respective Tell Them From Me (TTFM) surveys for students, parents and staff. A summary of their responses is presented below:

\*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.



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

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	62.6	63.1	69.5	64.6



# 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 2018. 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 Ashli Fryer and Destiny Wheatley for their awards.

Photo: 2018 Far West Aboriginal and Torres Strait Islander Art Prize Winner Young Artist – Makayla Perry; Gecko Nest



## 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 the school to 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.