

Wyong High School

2019 Annual Report



8166

Introduction

The Annual Report for 2019 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.

School contact details

Wyong High School
53 Alison Road
WYONG, 2259
www.wyong-h.schools.nsw.edu.au
wyong-h.school@det.nsw.edu.au
4353 1088

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

Improvement Measures

1. Improved attendance targets across all years from 89% 2017– 90% 2018, 91% 2019 and 92% 2020
2. Growth in the top 2 Bands in NAPLAN Reading and Numeracy Year 9 from 2018 implementation phase to 14% 2019 and 16% 2020
3. Increase average HSC score from 2017 baseline which matches SSSG schools to equal or better state average performance
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%

Progress towards achieving improvement measures

Process 1: Data Informed Practices

Implement whole school data practices that ensure staff engage with relevant quantitative sources to identify areas of success and individual learning need with particular focus on literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Attendance data measured by Sentral Data is tracking below targeted improvement measures. A week to week analysis shows only the first week in the year as being at or above 92% and the highest year group being Year 7 at 88%. Reviews of school procedures show active involvement in Phone Intervention Program and regular interaction with HSLO to target low attenders.</p> <p>The PBL team has extensively evaluated PBL structures and analysed Incident data. Modifications to the reporting process has been made to encourage a faculty approach rather than individual teachers and the results are shared to staff and the student body at assemblies. Improved structures and a focus on best practice in engaging staff in recording positive behaviour to be established in 2020.</p> <p>Data analysis of NAPLAN results showed a delay in progress towards our targets. We moved from pen and paper to online testing and did have interruptions due to connectivity issues throughout the testing. The NAPLAN results are simply one measurement tool of student performance and we have many others including school assessment data.</p> <p>We have made great changes to some of our own assessment tools in recent times and the inferential comprehension assessment tools are a great example of this. We will continue to focus on student improvement and the development of quality formative assessment tools. It is through these assessment tools that we will be able to make regular, effective and accurate assessment of student learning and adapt our resources and strategies to meet their needs". Evaluation, reflection and feedback at first Communication Meeting.</p> <p>All faculties now have a faculty plan for lifting literacy and numeracy outcomes as identified by SCOUT data.</p>	<p>TTFM survey for student engagement, staff collaboration and parent satisfaction and communication set up for 2019. RAM funded Student Services HT higher duties role \$48000 and SMS notification \$2000 approximately. SASS support for phone intervention program to follow up on student absences..</p> <p>Teacher professional learning funds to support head teachers and teachers to access data for informed practice.</p> <p>Equity funding for faculty and team resources including release to develop whole school literacy, numeracy, AVID and IT strategies shared on SDD and team / faculty meetings.</p>

Process 2: Collaborative Practice

Whole school focus on developing targeted literacy, numeracy, AVID and technology strategies with processes that support sharing of effective strategies to address areas of need.

Evaluation	Funds Expended (Resources)
<p>Teacher professional learning communities across all faculties were established in 2019 and operating with developed and agreed meeting protocols for team structure. Having faculty representation in each team, the strategies developed were taken back to faculty for collaboration and sharing. Non positional leaders are leading these teams as per Dylan Willam's research.</p> <p>We are working towards targets in our school plan to "Increase average HSC score from 2017 baseline which matches SSSG schools to equal or better state average performance" Of the 27 HSC courses on offer in 2019 that we have historical data, 12 are at or above SSSG average and 8 have improved significantly towards SSSG averages.</p> <p>Student interest and motivation aspect of TTFM data shows an increase from 2017 baseline score of 23% to 24 % this year and working towards meeting the NSW Government norm of 28%.</p>	<p>Equity and Teacher Professional Learning funds to support AVID, EDVAL, SENTRAL and PIPS. Teacher Professional Learning to support teachers with their Professional Development Plan aligned to school, faculty and personal goals.</p>

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.

Improvement Measures

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
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
3. By 2020 the Year 9–12 school value added baseline score of 23.4 is increased to the minimum score of 25.0

Progress towards achieving improvement measures

Process 1: Data Informed Practices

Review and strengthen whole school practices that build the capacity of staff to evaluate the effectiveness of teaching and learning programs through data analysis and formal and informal assessment processes to create responsive teaching that targets individual support and identifies areas for intervention.

Evaluation	Funds Expended (Resources)
<p>All strategies developed at team meetings are shared and implemented at faculty level to address NAPLAN and HSC targeted improvement data.</p> <p>Senior Executive have met with all Head Teachers and a faculty representative to analyse strengths and weaknesses in monitoring and changes were made in individual faculties. Programs were improved in many faculties to include more specific recording of adjustments and use of formative assessment in the feedback process. Identified further evidence through curriculum and monitoring of a need for a Head Teacher for all KLA's. School discussion initiated to look at support for PDHPE faculty through school funded HT role.</p> <p>The school initiative of imbedding Formative assessment will be enhanced with engagement with the High Impact curriculum support team to further embed practice in 2020.</p> <p>Review of participation in the Stage 6 Numeracy Pilot, Best Start Year 7 and also PLAN2 and Learning Progressions has resulted in number of valuable exposures and insights that have shaped future directions for Numeracy at Wyong High School including a focus on the AVID Bucks strategy across all KLA's. A submission to school executive and finance teams for targeted Numeracy initiatives backed by data driven evidence has led to 6 period allocation in 2020 to be paid out of RAM equity.</p> <p>By 2020 the Year 7–9 NAPLAN school value added baseline score of 34.7 is increased to the minimum score of 40.0. We have progressed towards targets with both 2018 and 2019 scores at 39.</p> <p>By 2020 the Year 9–12 school value added baseline score of 23.4 is increased to the minimum score of 25.0. We have progressed towards target with both 2017 and 2018 scores of 24.</p>	<p>RAM funded additional teacher to facilitate a Year 7 and 8 Adjusted Curriculum class at \$22000 with intensive literacy and numeracy support guided by LAST and HT T&L. Ed Service team supported TPL for Formative Assessment, the AVID program and P-TECH.</p> <p>RAM Equity for 0.15 FTE teacher release in 2020 for Numeracy and Literacy initiatives to assist students to meet National Standards and qualify for HSC at completion of Year 12.</p>

Process 2: Collaborative Practice

Implement a team, faculty and whole school approach to professional learning that builds collaborative practice and provides opportunity for meeting and sharing program development, effective strategies, data and assessment practices in literacy, numeracy, AVID and technology strategies.

Evaluation	Funds Expended (Resources)
<p>Executive engaged in professional learning and committed to whole school adoption of Formative Assessment as an overlying theme for all PL in 2020. Review of team structure in line with this acknowledged use of structure in promoting cross KLA collaboration and discussion. Change in 2020 to move away from current Literacy, numeracy, IT and AVID teams to enable a focus on Formative assessment through our current AVID focus across faculties.</p> <p>Staff and students responded positively about the Senior Study Centre when surveyed to evaluate how effectively it catered for T&L and that students were engaging in collaborative study processes. Surveys indicated 22% of students are involved in collaborative learning groups and 67% of staff timetabled supervising the space are confident in leading and facilitating collaborative learning groups. Students and staff both indicated that the SSC would be effective in improving HSC results.</p> <p>TTFM staff data has met target last year having moved from score of 7.4 to now 8.0 and above state average and will again be surveyed during 2020 to ensure we stay on track. This positive move to equal NSW norms for collaboration and now can aim to exceed next year. Data showed collaborative strengths in teachers discussing strategies which increase engagement (8.6) and assessment (8.5) strategies. Weaknesses are in teachers sharing lesson plans and materials (6.8), discussing learning goals (7.6) and in developing cross curricular or common learning opportunities (7.5). This can be addressed through the cross faculty groups in 2020.</p>	<p>Teacher Professional Learning funds</p> <p>Senior Study Centre timetabled by staffing to supervise and facilitate Collaborative Study Groups..</p> <p>\$6500 from RAM Equity for term 4 2019 to appoint an additional Head Teacher to the PDHPE approved by Executive, finance and P&C. This position is targeting improved T&L of students and to monitor accountability and improve programming and implementation of school strategic directions.</p>

Strategic Direction 3

SUCCESSFUL AND PRODUCTIVE PARTNERSHIPS

Purpose

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

Improvement Measures

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
2. Increased opportunities for students to have active partnerships and pathway options with community, educational providers, industry and business partners
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

Progress towards achieving improvement measures

Process 1: Data Informed Practices

Embed and strengthen student, parent, community, industry, business and school partnerships targeting and embedding employability skills into curriculum and extra curricular initiatives..

Evaluation	Funds Expended (Resources)
<p>Parents feel welcome aspect of TTFM data shows an increase from 2017 baseline score of 6.3 to 7.1 in order to meet or exceed the NSW Government norm of 7.4. This increased parental and community interaction at school based events is now on track to meet targets..</p> <p>Increased opportunities for students to have active partnerships and pathway options with community, educational providers, industry and business partners has led to the establishment of programs like Creating Chances and the new Futures program.</p> <p>Our involvement in Creating Chances was recognised through a Public Education Secretaries Award. Review of the program has increased participation with more student involvement and the expertise of Career and Transition adviser utilised in mentoring the Futures Program in 2019 and into 2020.</p> <p>Creating Chances Champions Program Report summary of outcomes indicated a 19% increase in optimism, 13% reduction in peer problems, 21% improvement in attitude towards school and a 25% increase in resilience among participants.</p> <p>Building partnerships with UoN, IBM, Sanitarium and MARS, as local industry, to establish the P-TECH program with mentoring and pathway opportunities in STEM has seen over 200 students across years 9, 10 and 11 access the program.</p> <p>P-TECH subjects built into curriculum with a strong number of students in Year 10 and 11 ITD Cert 3 and Food Science courses which are now embedded in the curriculum to meet local industry needs.</p> <p>School communication processes have been reviewed and improved. The parents are informed, two-way communication with parents aspect of TTFM data shows an increase from 2017 baseline score of 6.0 to 6.4 and tracking towards the NSW Government norm of 6.6.</p>	<p>P-TECH STEM elective established as part of P-TECH. Building partnerships with UoN, IBM, Sanitarium and MARS, as local industry, to establish P-TECH mentorship program and pathway opportunities for STEM students. \$40000 funding sourced externally for the Industry Liaison Officer position and STEM resources.</p> <p>\$14000 Equity funding for the Creating Chances program.</p>

Process 2: Collaborative Practice

Implement and build a variety of communication and consultative practices with all learning partners that include regular feedback on student learning, wellbeing, employability skills and pathways and curriculum opportunities.

Evaluation	Funds Expended (Resources)
<p>Continued and sustained partnerships developed and initiated in particular with links to local businesses to provide increased employment based opportunities for students. The Career and Transition Adviser position has enhanced these opportunities through participation in programs. New employers initiated (some will be ongoing) for School Based Apprenticeship and Traineeships. New companies taking on work experience which led to full time employment. Continued collaboration with Transition to Work Providers, Central Coast Group Training, participation in the Central Coast Skills taskforce, Yes Program through TAFE NSW, Apprenticeships R Us and Oasis Centre's Reach for Training.</p> <p>The school P&C membership and regular attendance at meetings is strong with 16 members from parents/carers and community at any given meeting. The P&C along with staff and students planned and coordinated the school's 75th anniversary. Several thousand people attended the 75th this celebration event.</p> <p>HT Student Services position funded by Equity with weekly data analysis reviewed and published to all school staff and shared at Monday morning assembly with students. The data evaluates both attendance and PBL goals.</p>	<p>P-TECH externally funded program with \$40000 resources and as well as \$48500 equity from RAM for HT Student Services.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	N/A	N/A
Socio-economic background	\$556,300	<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>Head Teacher PDHPE Term 4 – \$6500</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. \$22000</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>Upgrade of classroom furniture to create 21st century learning spaces that encourage student collaboration and engagement.</p> <p>Financial assistance to students for selected school initiatives.</p> <p>Purchase of new technology resources for improved access to technology and online learning resources for students and staff, Improving student cultural awareness</p> <p>Participation of staff members in AVID professional learning including the Summer & Winter Institutes</p> <p>Teaching and learning programs that are responsive to student needs and incorporate literacy, numeracy, AVID and technology to empower student learning as evidenced in all programs.</p> <p>All teaching staff contribute to school improvement and implement agreed strategies at faculty level to address school priority areas</p>

Socio-economic background	\$556,300	<p>Development of 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>Provide staff with opportunities for professional development to ensure ongoing improvement in teaching practices and work towards PDPs.</p>
Support for beginning teachers	\$22,600	Extensive professional learning opportunities provided for beginning permanent and temporary teachers. Additional release time allocated to allow extra preparation and programming time and opportunities for one on one mentoring.
Targeted student support for refugees and new arrivals	New arrivals \$10,900	A part-time EAL/D teacher was engaged to support new arrival students with their transition into mainstream and provided appropriate level of interventions in their literacy skills.
Aboriginal background loading	\$109,000	<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> <p>Aboriginal and Torres Strait Islander students participated in a Personalised Learning Pathway (PLP) Mentoring Program to support their learning, social and cultural needs. We have seen significant improvements in student engagement, outcomes and identity through this program and we look forward to continuing to see growth in our students throughout the 2020 school year.</p>
English language proficiency	\$18,300	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.
Low level adjustment for disability	\$267,000	<p>1.0 FTE Teaching and Learning Head teacher and 0.6 FTE Learning and Support teacher to support students with a disability in mainstream enrolment.</p> <p>Engagement of school learning support officers to work with individual students in mainstream classes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	413	402	404	391
Girls	333	338	335	347

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92	92.2	90.8	88.4
8	90.3	89.3	86.5	86.3
9	88.4	89.4	81.8	84.2
10	87.6	86.6	86.8	84
11	86.6	85.8	83.3	84.9
12	89.4	88.9	84.6	82.3
All Years	89.2	88.8	85.7	85.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1.5
Employment	0	0	25.38
TAFE entry	0	0	17.91
University Entry	0	0	35.82
Other	0	0	4.47
Unknown	0	0	14.92

This survey is representative of all Year 12 students who completed the HSC in 2018.

The total number of students who completed the HSC in 2018 was 67.

Year 12 students undertaking vocational or trade training

39.02% of Year 12 students at Wyong High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.7% of all Year 12 students at Wyong High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Of the students that completed School Based Vocational subjects, from:

Construction – 3% have moved into Electrical Apprenticeships or Concreting Labourers.

Hospitality – 1.5% have moved into a Chef Apprenticeship.

Primary Industries – 7.5% have moved into Plumbing Apprenticeships, Farm Hand, or Companion Animals Certificate III.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	45.1
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	568,269
Revenue	10,792,517
Appropriation	10,555,800
Sale of Goods and Services	30,033
Grants and contributions	200,370
Investment income	6,214
Other revenue	100
Expenses	-10,497,771
Employee related	-9,560,799
Operating expenses	-936,972
Surplus / deficit for the year	294,746

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.

Surplus funds from 2019 are earmarked for the development of new programs and additional staffing to support students in 2020.

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,502,504
Equity Total	1,019,809
Equity - Aboriginal	109,701
Equity - Socio-economic	624,563
Equity - Language	18,347
Equity - Disability	267,198
Base Total	7,050,589
Base - Per Capita	185,327
Base - Location	0
Base - Other	6,865,263
Other Total	712,006
Grand Total	10,284,908

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

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 2019 NAPLAN data indicated 20% of students in the top 2 bands in numeracy, 18.6% in the top 2 bands of reading and 4.9% in the top 2 bands of writing.

In 2019, Wyong High School had 118 candidates in Year 7. This cohort demonstrated improved performance across writing from 2018 to 2019.

Literacy trend data for Year 7 shows Wyong High School demonstrated at or above expected growth in writing with 53% of students at or above expected growth levels. Growth across reading was measured at 46% of the cohort and 48% of the cohort recorded at or above expected growth for numeracy. 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 2019 NAPLAN data indicated 3.7% of students in the top 2 bands in numeracy, 5.5% in the top 2 bands of reading and 0% in the top 2 bands of writing.

In 2019, Wyong High School had 110 candidates in Year 9. This cohort demonstrated a decline in performance across

bands 9 & 10 writing.

Literacy trend data for Year 9 shows an improvement from 2018 data with students just above state expected scaled growth performance in writing. 33.3% of Year 9 students achieved above expected growth in numeracy, 38.5% in reading, and 56.6% 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.

Numeracy

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

118 Year 7 Wyong High School candidates sat for the NAPLAN numeracy test in 2019. Of these, 20% were placed in the top 2 bands for Numeracy. There has previously been an over representation 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 2018 with 38.6 of Wyong High School students reaching the expected growth in reading 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)

110 Year 9 Wyong High School candidates sat for the NAPLAN numeracy test in 2019. Of these, 3.7% of students scored in the top 2 bands of numeracy. This over–representation 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 2018 with 56.6% of Wyong High School students reaching the expected growth since Year 7 testing in reading. 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.

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 2019 has decreased by 1% for reading.

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.

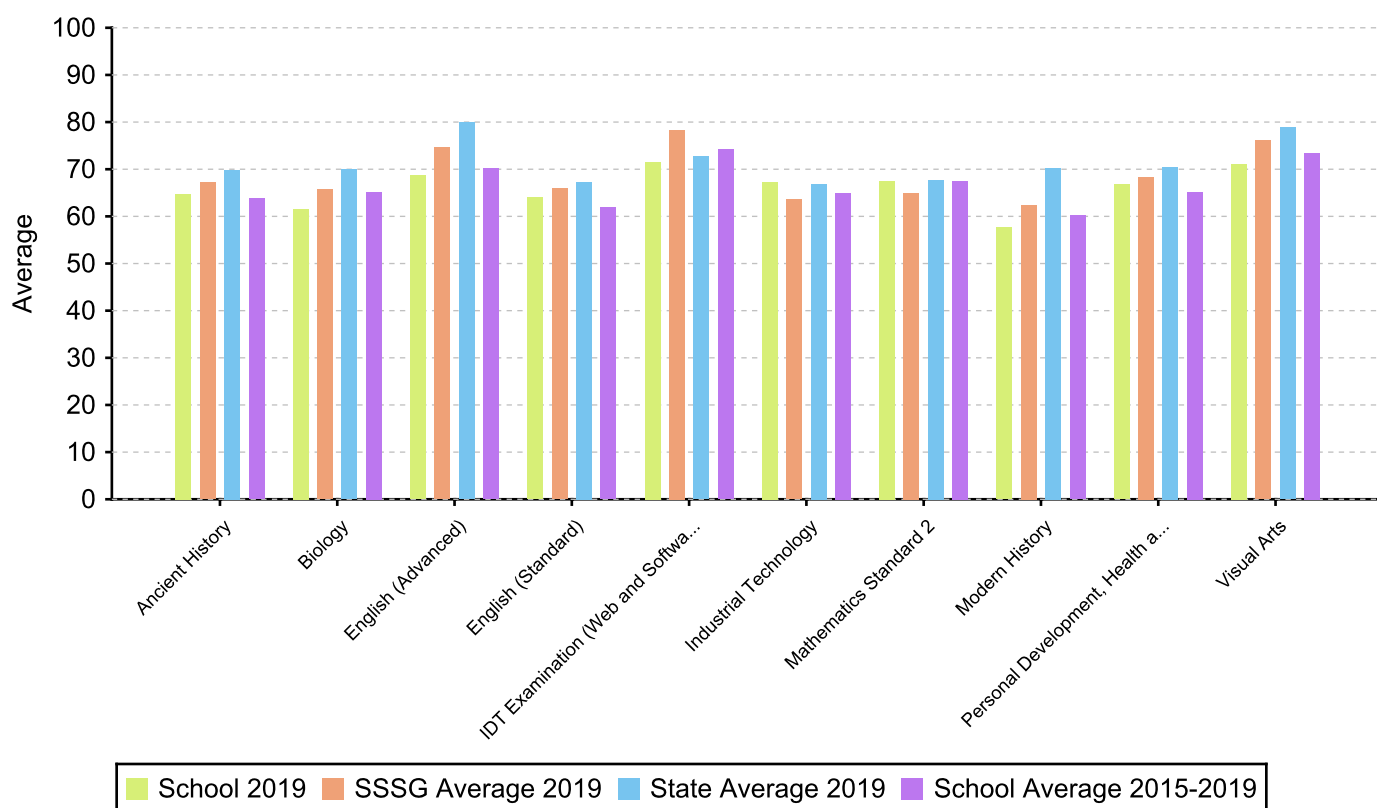
There were 18 Aboriginal students who sat NAPLAN in Year 7 in 2019. We saw improved representation in band 8 with an increase of 11% of students achieving band 8 for reading.

In Year 9 we had 15 candidates who recorded the same achievement in reading with 8% of students achieving band 8. There was a substantial decrease in lower band achievements with a 12% decline in representation in the lowest bands for reading.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	64.8	67.2	69.9	63.8
Biology	61.6	65.7	69.9	65.2
English (Advanced)	68.7	74.6	80.0	70.1
English (Standard)	64.0	65.9	67.3	61.9
IDT Examination (Web and Software Applications)	71.5	78.3	72.7	74.2
Industrial Technology	67.3	63.5	66.8	65.0
Mathematics Standard 2	67.5	65.0	67.7	67.5
Modern History	57.6	62.4	70.2	60.2
Personal Development, Health and Physical Education	66.8	68.4	70.5	65.2
Visual Arts	71.1	76.1	78.8	73.4

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 having continued increase in 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.

Parent/caregiver, student, teacher satisfaction

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 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.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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 118 Aboriginal and Torres Strait Islander students. In 2019 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 and professional development for our teachers.

The Aboriginal Education Committee provides academic, cultural, social and emotion support to students and teachers were needed.

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 and outside organisations. 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" program. They engaged in a variety of leadership and group activities to build cultural awareness and sensitivity. A number of the Year 9–12 students participate in the Central Coast Council Ngura program to promote a health lifestyle and leadership skills in Aboriginal youth. All students successfully completed this program.

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.

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.

A Year 12 student attended Melbourne University to participate in the Dare to Dream program in conjunction with Athletics Australia. This student successfully completed the week long program with professional coaching staff. He was provided with university opportunities and mentors after this program

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 2019 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. A number of student engaged with the NRL School to Work program. This program provide pathways into employment post school. The University of Newcastle continue to provide students with opportunities hosting careers days and programs.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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.

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.