

Whitebridge High School

2019 Annual Report



8390

Introduction

The Annual Report for 2019 is provided to the community of Whitebridge 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.

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Message from the principal

Whitebridge High School is proud of its achievements and progress throughout 2019. The students, staff and community of the school have worked collaboratively to continue to grow the schools positive culture and set high expectations for the achievement of inspired learning, evidence based teaching practice and strategic leadership. Significant contributions have been made to the school by the P &C which has contributed greatly to the improved physical learning environments for our students. Continued investments in professional learning has seen staff engaging with high quality research and quality practices that enhance teaching and learning. Student voice continues to be strong and highly respected in a school where positive relationships underpin quality learning. The school enjoys a positive reputation in the local community where by it is the school of choice for local students. Enrolments continue to grow and student achievement across a broad range of educational pathways is indicative of our commitment to providing the best possible opportunities to each and every student. The school demonstrates its commitment to quality outcomes and proudly delivers on its values of learning, respect and responsibility for all.

Message from the school community

Throughout 2019 the P and C has appreciated the support of volunteer office bearers and canteen volunteers. Through the P and C run canteen we have been able to make a substantial contribution of funds to the school. We would like to acknowledge the work of the Canteen Manager and Assistant Manager for their work in maintaining this essential service to the students and staff of the school

The funds have supported school programs that benefit all students. In 2019 the P and C contributed to new blinds and furniture for classrooms upgrades, award and recognition programs and Presentation day awards.

The P and C has undertaken the role of parent representative on a number of merit selection panels and have appreciated having input into the selection of staff that best meet the needs of the school.

The canteen has undergone the extensive process of meeting the requirements of the Healthy School Canteen Strategy. This process was achieved ahead of the Term 4 deadline with the school achieving its Great Choice Badge and Certificate as a Healthy School Canteen on the 7th of August 2019. This achievement ensure that our school canteen supports yummy healthy nutritional options for students and staff every day.

The P and C applied for and were successful in receiving a community grant, which was used to purchase new equipment for the canteen as well as 2 new large gazebos with the school logo to support students when participating at extra curricula events, school carnivals and representative sports.

The P and C is looking to grow its membership and to continue a very positive relationship with the school.

Gary Clement

WHS P&C PRESIDENT

Message from the students

It was our honour to be elected as the student leaders at Whitebridge High School for 2019. We quickly realised the importance of student voice and not just in decisions as a leadership group but as an entire school community. Student voice and the importance of this within our school was clearly advocated throughout our entire schooling. This positive aspect of our schools culture enabled a voice for all students to express their opinions and support progress on the things they believe to be important. The school Principal and staff engage with us as student leaders to listen and consult with us on our ideas and to support positive change in our school.

The learning and wellbeing opportunities that are available to our students whilst at school continue to shape us into who we are today. The quality of learning and the wellbeing opportunities are very high quality at Whitebridge high School and we continue to be grateful for these experiences. These opportunities have allowed us to grow into young adults and the benefits of this will stay with us forever. Overall, the learning and wellbeing opportunities that our school provides have made an impact on our development and the progress and growth of all students. This has pointed us in a positive direction and enabled each of us to achieve success and follow our individual pathways. Whitebridge High School is a great place to learn and it is supported by a caring and enthusiastic community of students, staff and parents.

Mia Peden and Ty Hughes

School Captains 2019

School background

School vision statement

Whitebridge High School is a future focused educational community committed to the values of respect, responsibility, and fostering individual talents in an inclusive environment building capacity for lifelong learning.

School context

Whitebridge is a proudly comprehensive high school that offers its students the best educational opportunities, in an inclusive, safe and secure learning environment. We are committed to a broad, balanced and relevant curriculum that extends students in all areas of learning and develops their skills to be successful in our constantly changing world. The diverse curriculum is designed to support all students to grow as learners and it challenges students to achieve their best.

The curriculum places emphasis on the fundamentals of literacy and numeracy as well as catering for students' creative, technological, cultural, vocational and sporting interest and aptitudes through both curriculum courses and extra curricula programs. The school offers a unique Wilderness Program that enhances students' personal development and forms part of our strong focus on student wellbeing.

Whitebridge High School offers quality environments that enrich learning and celebrates positive relationships between teachers, students, the school and its community. We are a proud member of the Whitebridge Community of Schools fostering and enhancing communication between partner primary schools and our high school so that students and their families can enjoy a high quality kindergarten to Year 12 educational experience.

The school is comprehensive in its curriculum and inclusiveness. It aims to achieve excellence and equity and incorporates extension programs for gifted and talented students and support programs for students with identified learning needs.

Our school values are Learning, Respect and Responsibility and through this we nurture the qualities of respect, self-discipline, responsibility and courteous behaviour. We recognise, acknowledge and celebrate personal achievement as well as providing opportunities for students to learn good citizenship and community responsibility

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Inspired Learning

Purpose

Develop a high expectations learning environment where students are challenged to achieve academic growth through engaging and relevant curriculum programs that focus on developing learner skills for further success. Students will be inspired to take positive learning risks to achieve personal improvements in a safe and supportive school.

Improvement Measures

25 % Increase in student school level engagement measured using Tell Them From Me survey. From average 6.05 / 10 in 2017.

10 % increase in students achieving proficiency at Year 9 in the NAPLAN domain of numeracy from 26% in 2017.

30% of all HSC results achieved in the top 2 Bands up from 24% in 2017, and a 20% reduction of results in the lowest 2 bands of HSC performance.

Progress towards achieving improvement measures

Process 1: Academic and Pastoral Wellbeing

- Annual wellbeing activities planned and scheduled to meet student needs.
- Year meetings with focus on learning and wellbeing scheduled each term.
- Review recognition and reward programs for students
- Year group camp program implemented and enhanced
- Study skills sessions and transition planning meetings held for Year 12 students.

Evaluation	Funds Expended (Resources)
A comprehensive review of school wellbeing practices was undertaken, this resulted in enhanced support structures for learning and wellbeing, school learning support team and enhanced enrolment procedures for students needing additional support. Study skills and senior student focus sessions were also strengthened and implemented for students. The transition programs for students 6–7, 10–11 and school to work or tertiary programs were comprehensive and resulted in smooth pathways for students. Year 12 students were supported to achieve HSC success with a comprehensive academic and pastoral program. Year group camps were implemented to develop team work and cooperation and to strengthen peer relationships and empathy that further develop students sense of belonging and respect for each other at Whitebridge High School. In the Tell them from me survey completed by students in 2019, the school data measures above similar school groups in the area of belonging.	Staffing costs were required to support the implementation of these programs. Some programs had additional costs incurred through the use and support of external providers.

Process 2: High Expectations and Engaged Learning.

- Participation in TTFM
- Increase engagement of student voice in school leadership
- Students will take ownership of their own learning and achieve improved outcomes.
- Improvements to school learning environments
- GATS opportunities created and encouraged.
- Visible leadership strategies and classroom walkthroughs
- High expectations clearly articulated and consistent across all Learning Centres
- Staff provide challenging teaching and learning activities that are underpinned by a culture of high expectations.

Evaluation	Funds Expended (Resources)
Ongoing development of the schools' high expectations have continued, with students in the Student Representative Council developing guidelines for students aligned to the school values of Learning, Respect and Responsibility.	Flexible Wellbeing, Staffing, Specific program costs, School and Community Funds

Progress towards achieving improvement measures

Students have continued to exercise strong leadership and through student voice actively participate in actions that support school improvement. Two student leaders were recognised with Education Foundation Ministers Awards for Excellence as a result of their outstanding leadership across the school and its wider community.

The implementation of a new comprehensive senior school readiness program for Year 10 students allowed them to access additional support for transition guiding their educational and post school pathway. Year 10 students accessed career advice with confidence and were able to seek future career advice from a range of guest presenters. The 2020 stage 6 timetable was structured to support the specific needs and curriculum interests of the cohort group.

Gifted and High Potential Student Programs were comprehensive with an additional focus on the Year 7 enrichment program. Students developed comprehensive learning portfolios and presented their learning and reflection on personal progress in interviews with staff and parents. The program will continue to grow in 2020.

School learning spaces were significantly enhanced to create quality learning environments for students.

Process 3: Learning Skills

- Staff professional learning targeting evidence based practices which have resulted in high achievement across all stages of learning.
- Increase use of ICT as tool for learning
- Clearly articulated success criteria and feedback mechanisms for student improvement
- Audit learning skills for success with explicit teaching embedded in programs

Evaluation	Funds Expended (Resources)
<p>Staff actively engaged in comprehensive professional learning based on Educational Research. Training completed was a combination of both registered training and teacher identified professional learning. Key areas of focus included embedding visible learning strategies, what works best and explicit teaching of literacy and numeracy. Staff also engaged in specific development in trauma informed practice to support a better understanding of student needs across the school.</p> <p>The school technology team was initiated and commenced a review of school technology systems and pedagogical demands to increase the integration of technology into all teaching and learning programs. This work will continue to be developed through 2020.</p>	<p>staff release</p> <p>professional learning</p>

Strategic Direction 2

Innovative Evidence Based Teaching

Purpose

Create a stimulating and engaging learning environment underpinned by high expectations and innovative evidence based teaching practices that enhances student learning outcomes and meets the diverse needs of students, staff and community

Improvement Measures

Literacy & numeracy strategies are embedded in all class programs and registered for implementation.

80% of students achieve equal to or above expected growth in Year 9 writing as measured by NAPLAN (62% in 2017).

Quality teaching improvements are evident through staff participation in Quality Teaching Rounds with an effect size of greater than .4

Relevant course programs adhere to New HSC requirements and are resourced appropriately for implementation in 2019.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

- Extensive data analysis NAPLAN & HSC to inform teaching and learning programs.
- Identification of students needing support Minimum Standard and Bump it up.
- Explicit teaching of literacy and numeracy standards within all course programs.
- Student workshops and executive sharing of work samples and feedback mechanisms for success criteria.

Evaluation	Funds Expended (Resources)
<p>Students below minimum standard were identified through minimum standards practice testing and a first testing attempt. Students below minimum standard in areas of reading, numeracy and writing were given small group intervention with the LAST team to teach specific skills and strategies.</p> <p>Over 90% of students achieved minimum standards by the end of 2019.</p> <p>Explicit Literacy and numeracy standards were evident in teaching and learning programs to support student improvement in the areas of reading, writing and numeracy skills. All faculties showed development in explicit pedagogy focused on literacy and numeracy.</p>	Staffing

Process 2: Professional Learning and Collaboration

- Staff PL in Australian Standards and PDP implementation.
- QTRs and Professional Learning Communities established across LCs.
- Regular and targeted Professional learning in evidence based teaching practice inclusive of James Nottingham, Hattie, new HSC, assessment, feedback, data analysis, curriculum differentiation etc.
- Staff engage with wider professional networks.
- Community partnerships in learning through collaborative practice and open communication.

Evaluation	Funds Expended (Resources)
<p>Staff participated in a range of Professional Learning activities throughout the year that targeted improvement in student learning and engagement.</p> <p>Evidence based teaching practices highlighted the need for staff to reflect upon current pedagogical processes. Staff worked in Professional Learning Communities across learning areas to promote a shared sense of</p>	professional learning staff release

Progress towards achieving improvement measures

understanding and to foster a more collaborative approach towards planning, programming and assessment. Data was collated and used to promote open communication amongst staff to use for student improvement.

Professional Learning in 2019 focused on the continuation of Quality Teaching Rounds where this was extended to include a greater percentage of staff.

Process 3: Consistency and Quality of practice

- Comprehensive induction program implemented. Support for beginning teachers through the "Strong Start Great Teacher" initiative.
- Support program for teachers seeking accreditation and those seeking higher levels of accreditation.
- Clear communication of school implementation procedures which are accessible to all staff. Executive conferencing. Extensive analysis of data measures to inform teaching and learning. Learning Centre leaders engage in PL, updated NESAs release and programming in readiness for HSC 2019.

Evaluation	Funds Expended (Resources)
<p>Whitebridge High School supported beginning teachers through a comprehensive Induction Program delivered fortnightly by a variety of staff, and covered a range of topics. This program allowed participants time to reflect upon their practices and to clarify areas for improvement.</p> <p>Beginning teachers worked with a mentor to increase their capacity and seek professional support and feedback.</p> <p>All staff were provided with Professional Learning to support their Maintenance of Accreditation. Explicit training modelled the ETAMS process for staff new to this. Throughout the year a variety of Professional Learning programs supported staff to maintain registered hours. Staff seeking higher levels of accreditation were also identified and supported to undertake this process.</p> <p>Teachers new or inexperienced in the delivery of HSC continued to participate in training to support their ability to implement this with quality to students.</p>	professional learning staffing

Strategic Direction 3

Strategic Leadership and School Improvement

Purpose

Whitebridge HS staff embrace leadership responsibilities. Quality administrative systems and practices support all stakeholders. School leaders build capacity and inspire a professional learning culture that promotes high expectations and community engagement resulting in sustained and measurable whole school improvement.

Improvement Measures

School administrative systems and procedures are clearly articulated and accessible to all staff.

Learning centre reviews provide positive feedback and direct actions for continuous improvement in teaching and learning.

80% capture of 6–7 enrolment of students living within the Whitebridge High School zone (65% 2017).

Parents report positive perceptions above other Government Schools average from 5.7 / 10 in 2017 as partners in learning. Measured across the 7 domains of the perspectives of parents TTFM survey.

Progress towards achieving improvement measures

Process 1: Administrative Systems and Processes

- Term plan developed and widely distributed.
- Roles and responsibilities of all staff reviewed and clearly communicated.
- List of key school programs and personnel developed for consistency of information.
- Policy requirements and compliance measures addressed and evidence collated.
- Policies and implementation procedures for school effective operation developed to enhance consistency and efficiency.

Evaluation	Funds Expended (Resources)
Consistency of information regarding staff roles and responsibilities was published on Sentral providing clear communication for staff. Staff policies and procedures were also ratified and published for a variety of school operational activities. These provided staff with greater confidence and clarity and led to a more efficient management system underpinning school practices. Comprehensive review processes are in place and data is collected and analysed to inform systems improvements.	staff release

Process 2: High Expectations Culture

- Learning Centre reviews will continue engaging collaborative expertise from colleague schools.
- Learning Centre leaders and teachers will facilitate continual improvement in teaching and learning from the results of Learning Centre reviews.
- Visible leadership strategies inclusive of executive walkthroughs implemented.
- Teaching programs and HSC support reviewed and feedback provided to staff.
- Resourcing planned to improve school environment through planned maintenance and school funded works.
- Mentoring program for aspiring leaders via accreditation HA/LEAD, promotion pathways, distributed leadership.

Evaluation	Funds Expended (Resources)
Learning Centre Reviews were conducted in our TAS and Mathematics departments. Recommendations from these reviews provide staff with feedback on current practices and suggestions for improvement. Continual refinement around teaching and learning practice is an ongoing focus for school improvement and is used to enhance students' engagement in the classroom and enhance teacher capacity. Senior Executive staff participated in classroom walkthroughs with a particular focus on two aspects of Visible Learning – Learning Intentions and Success Criteria. It was evident that	Staffing Professional learning

Progress towards achieving improvement measures

visible learning strategies are a key feature of teacher practice with pedagogy focused on enhancing students' capacity in the classroom to become active, rather than, passive learners. Students learn by understanding the purpose of each lesson and understand when they have been successful in achieving this purpose. Students recognise increased challenge and higher expectations in the classroom and hence take a more agile approach towards their learning.

Process 3: Communication and Engagement

- Ongoing participation in the DoE communication and engagement program.
 - Community engagement sessions to be held each term.
 - Streamline and consolidate various forms of media.
 - Review and update website using the school website server.
- Use existing systems to enhance daily communication for staff and students.

Evaluation

Funds Expended (Resources)

Feedback from community was used to reinstate the school's newsletter which was rebadged 'What's on at Whitebridge' and delivered monthly in an online capacity. This provides information for the community and celebrates student achievement around teaching and learning, sporting and cultural success.

The school's website is recognised for its currency and provides comprehensive information to families. Feedback from parents supported a change to the SWS website to align with other DoE schools. Strong community engagement was felt across a range of community engagement sessions with parents in attendance reporting appreciation for this form of communication within the school. The school facebook page had significant increase in it's reach and parents report positive feedback on this form of communication. Further refinements were made to school wide internal communication to strengthen communication systems both internally and externally for streamlined school practices.

RAM funds community engagement
Staffing community engagement office

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$58 993.00) 	A comprehensive program of events and activities supported deep connections with Aboriginal Students and families. The schools inaugural Aboriginal Dance group was initiated and students participated in weekly cultural sessions with the Aboriginal Education Worker. Additional in class support was provided and supported positive improvements in Aboriginal student attendance, literacy and numeracy and learning progress.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$7 975.00) 	Students requiring additional language support were assisted to achieve learning continuity through specific 1:1 teacher support and mentoring. All students achieved progress or proficiency as appropriate to their language needs.
Low level adjustment for disability	staffing Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$267 619.00) 	Funding supported the employment of 1.6 FTE LaST an additional 1.0 FTE LaSt and SLSO for specialist intervention and class support programs. Programs supported student growth and achievement through reading intervention, Kick start assessment support, numeracy and writing support programs. Learning and Adjustments were developed and implemented for a wide range of students to enable them to better access the curriculum and achieve progress in their learning.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$206 945.00) 	Funds supported a range of positive wellbeing programs for all students resulting in improvements in student engagement and connectedness. Students reported a positive sense of belonging and reduced incidents of negative behaviours and bullying behaviour reported through TTFM. Additional staffing was accessed through these resources to support the implementation of whole school learning and wellbeing initiatives.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$46 659.00) 	All beginning teachers received relevant career support and mentoring through strong start great teachers initiatives to develop their pedagogy and professional competence. Staff were provided quality professional development, reduced teaching loads and assigned a teacher mentor as an ongoing professional coach to develop their teaching. A professional learning community with the addition of professional teaching rounds was a key component of the support provided to beginning teachers. All teachers working towards accreditation were supported to submit evidence.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	504	497	499	502
Girls	461	436	406	406

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.4	93.2	90.8	92.2
8	92.5	91.4	87.6	88.5
9	89.1	88	89.2	87.1
10	91.6	85.9	84.5	86.5
11	90.6	86.6	79.7	83.6
12	95.2	90.9	86.8	86.7
All Years	92.3	89.2	86.6	87.7
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	3	7
Employment	1	13	16
TAFE entry	2	4	19
University Entry	0	0	55
Other	5	7	1
Unknown	8	30	2

Year 12 students undertaking vocational or trade training

27.27% of Year 12 students at Whitebridge High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Whitebridge High School who were expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification. Other students undertook pathways programs from completion in 2020 exited to work or further training.

Within the HSC cohort of 2019, 17 students from Year 11 undertook accelerated completion of Maths Advanced.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	11
Classroom Teacher(s)	50.7
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.37
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	830,283
Revenue	11,552,503
Appropriation	11,050,881
Sale of Goods and Services	23,261
Grants and contributions	471,260
Investment income	6,928
Other revenue	173
Expenses	-11,867,624
Employee related	-10,568,364
Operating expenses	-1,299,259
Surplus / deficit for the year	-315,121

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.

In 2019 Whitebridge High School carried forward \$830,283 from 2018. During 2019 funds were expended as per the table above to utilise both SBAR and school and community funds brought forward to ensure quality learning programs and school infrastructure was provided to students in 2019.

The figures presented in the table show a deficit of \$315,121. The school will however carry forward a surplus of \$515,162 as shown below to commence 2020. The school carried forward \$504,211 in school and community funds for 2020.

Opening Balance	830,283
Revenue	(11,552,503)
2(a) Appropriation	(11,050,881)
2(b) Sale of Goods and Services	(23,261)
2(c) Grants and Contributions	(471,260)
2(d) Investment Income	(6,928)
2(e) Gain and Loss	
2(f) Other Revenue	(173)
Expenses	11,867,624
Recurent Expenses	11,867,624
3(a) Employee Related	10,568,364
3(b) Operating Expenses	1,299,259
Capital Expenses	0
(3c) Employee Related	
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	315,121
Balance Carried Forward	(515,162)

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	1,174,354
Equity Total	541,532
Equity - Aboriginal	58,993
Equity - Socio-economic	206,945
Equity - Language	7,975
Equity - Disability	267,619
Base Total	8,349,908
Base - Per Capita	219,589
Base - Location	0
Base - Other	8,130,319
Other Total	704,786
Grand Total	10,770,579

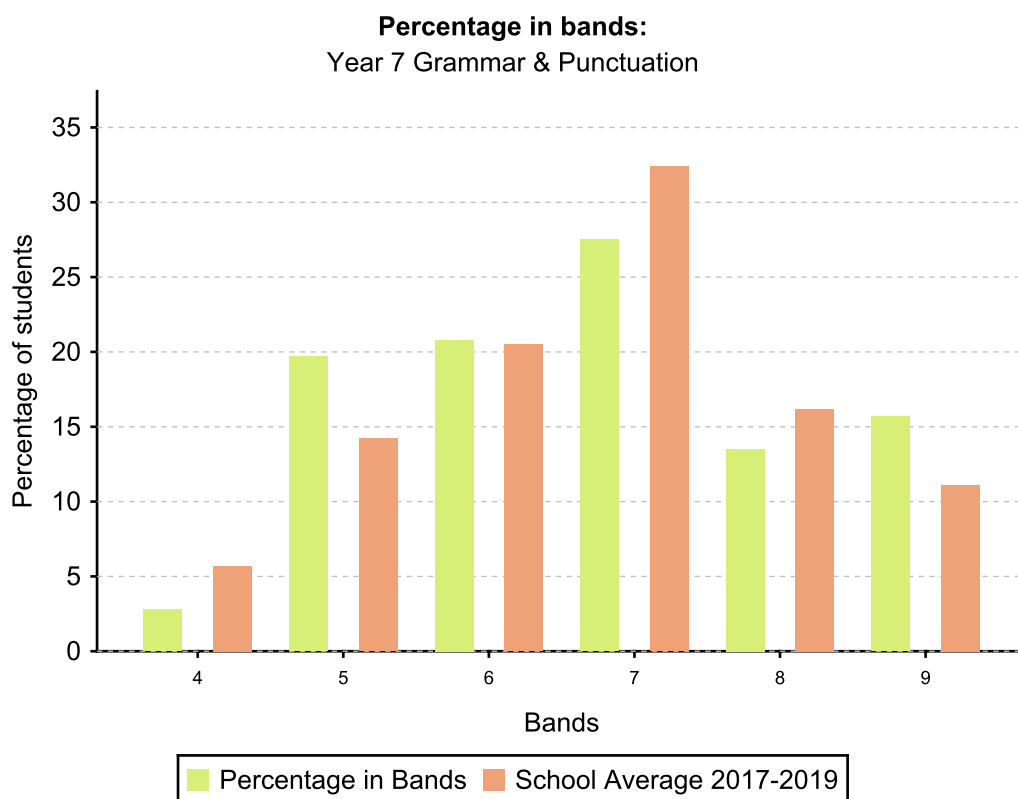
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

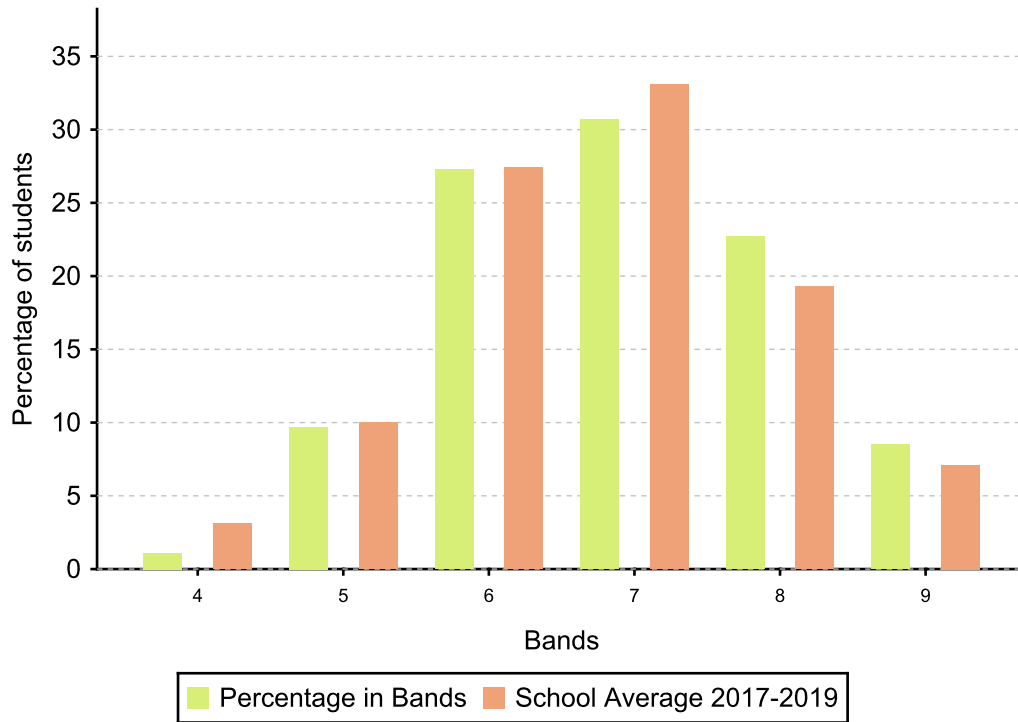
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



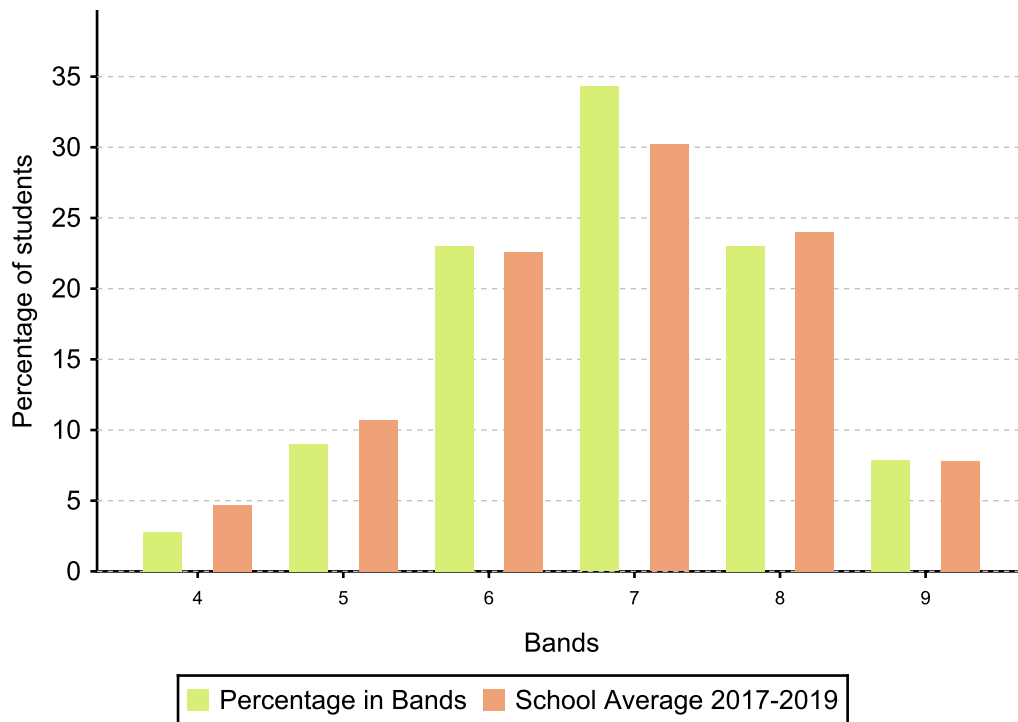
Band	4	5	6	7	8	9
Percentage of students	2.8	19.7	20.8	27.5	13.5	15.7
School avg 2017-2019	5.7	14.2	20.5	32.4	16.2	11.1

**Percentage in bands:
Year 7 Reading**



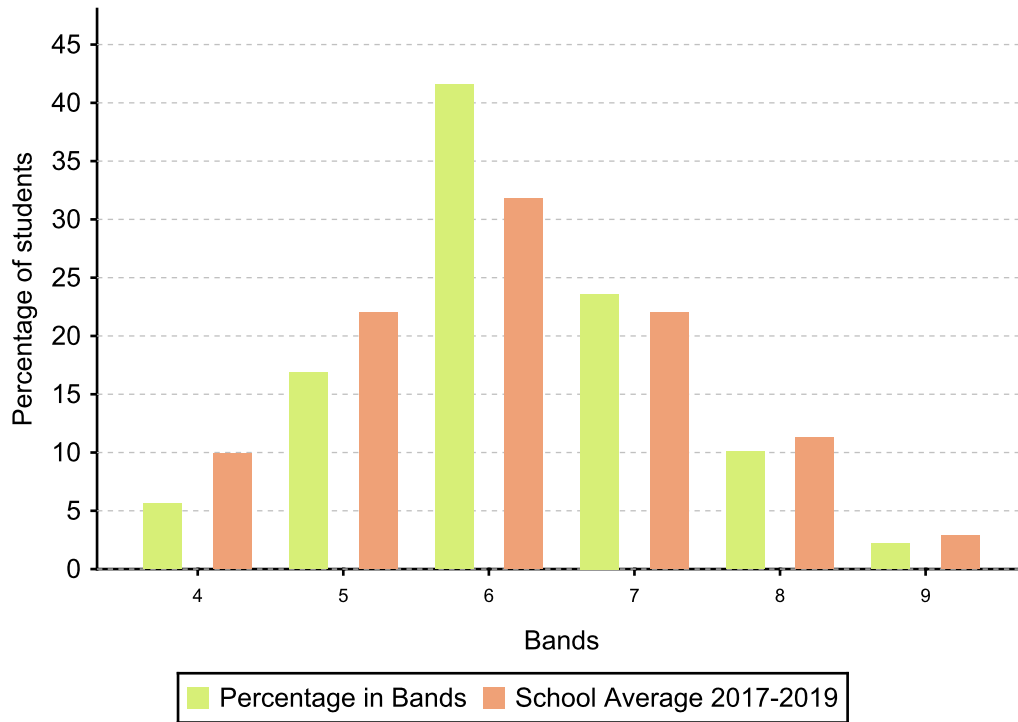
Band	4	5	6	7	8	9
Percentage of students	1.1	9.7	27.3	30.7	22.7	8.5
School avg 2017-2019	3.1	10	27.4	33.1	19.3	7.1

**Percentage in bands:
Year 7 Spelling**



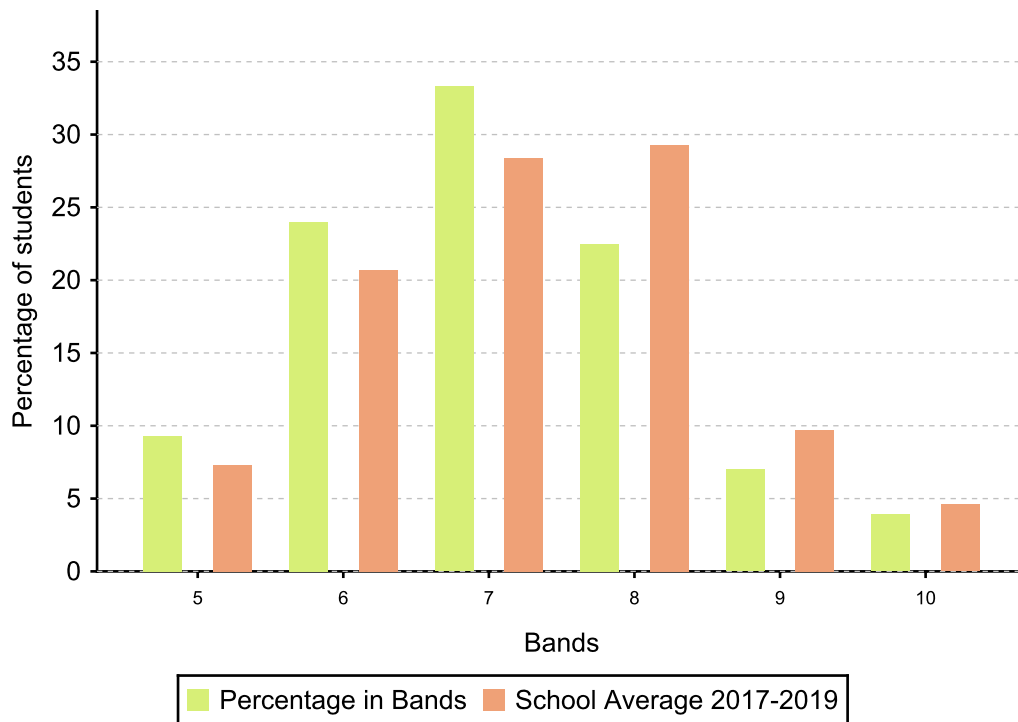
Band	4	5	6	7	8	9
Percentage of students	2.8	9.0	23.0	34.3	23.0	7.9
School avg 2017-2019	4.7	10.7	22.6	30.2	24	7.8

Percentage in bands:
Year 7 Writing



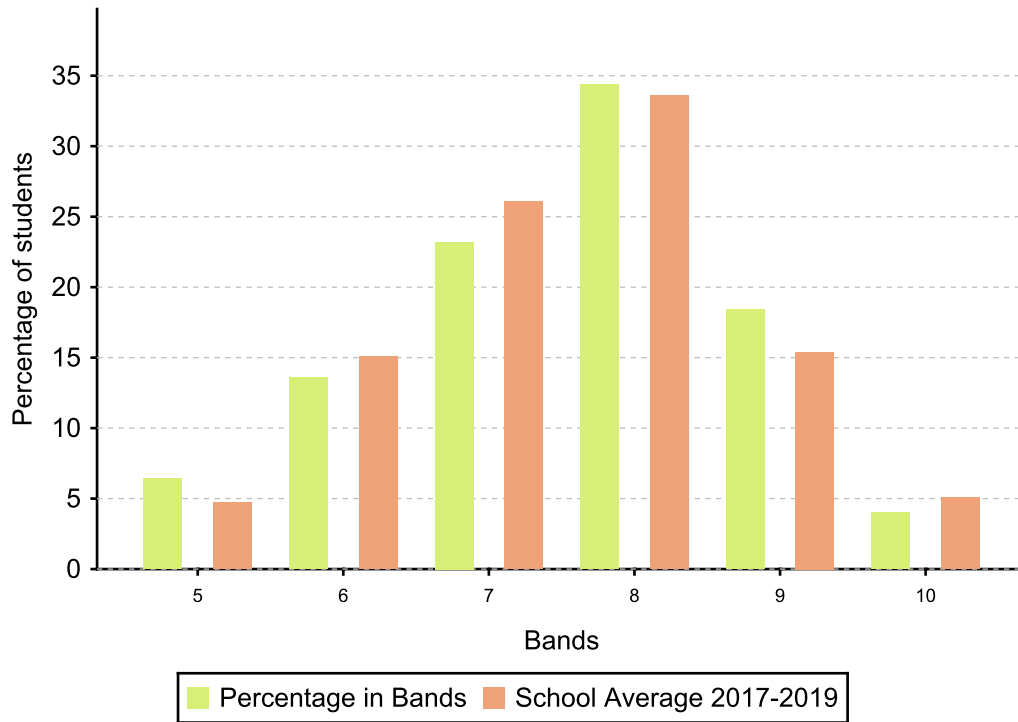
Band	4	5	6	7	8	9
Percentage of students	5.6	16.9	41.6	23.6	10.1	2.2
School avg 2017-2019	9.9	22	31.8	22	11.3	2.9

Percentage in bands:
Year 9 Grammar & Punctuation



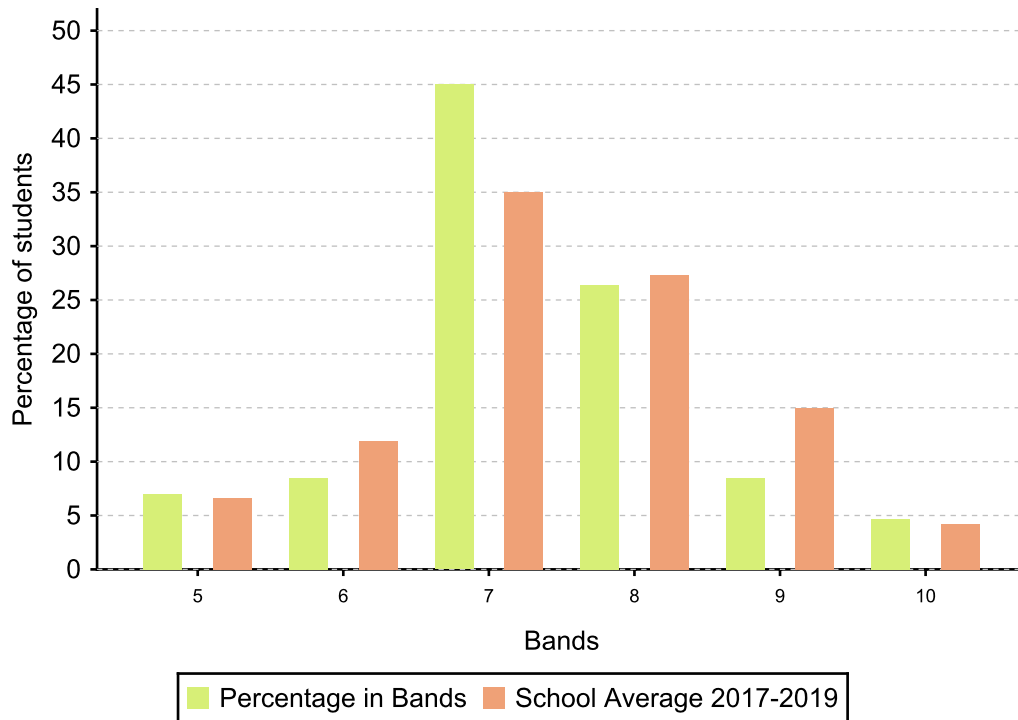
Band	5	6	7	8	9	10
Percentage of students	9.3	24.0	33.3	22.5	7.0	3.9
School avg 2017-2019	7.3	20.7	28.4	29.3	9.7	4.6

Percentage in bands:
Year 9 Reading



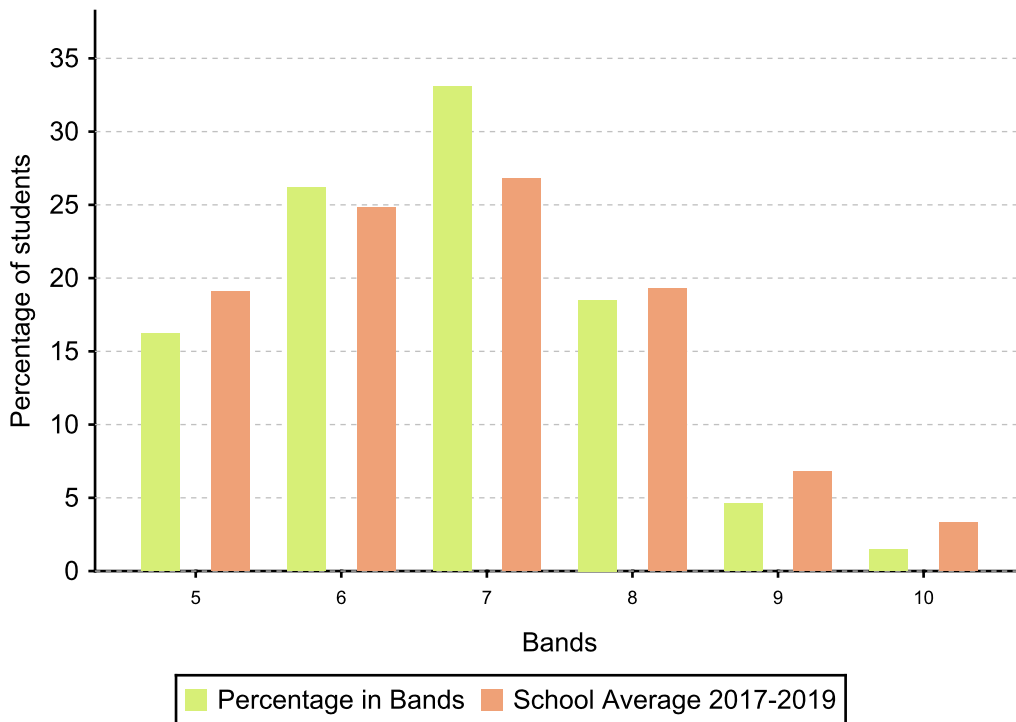
Band	5	6	7	8	9	10
Percentage of students	6.4	13.6	23.2	34.4	18.4	4.0
School avg 2017-2019	4.7	15.1	26.1	33.6	15.4	5.1

Percentage in bands:
Year 9 Spelling



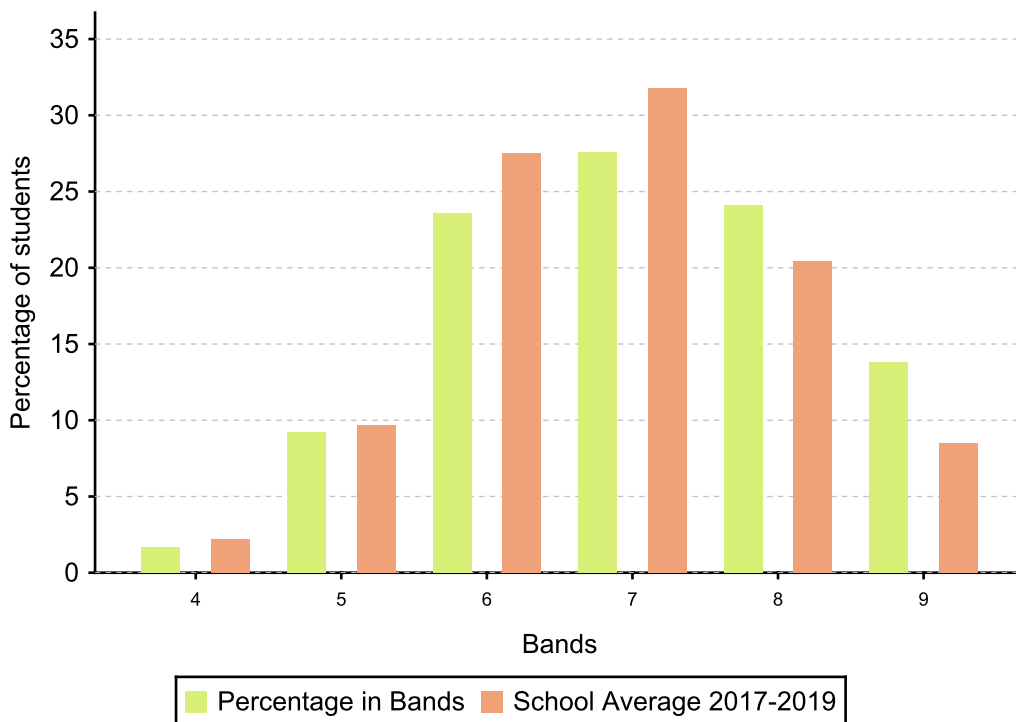
Band	5	6	7	8	9	10
Percentage of students	7.0	8.5	45.0	26.4	8.5	4.7
School avg 2017-2019	6.6	11.9	35.0	27.3	15.0	4.2

Percentage in bands:
Year 9 Writing



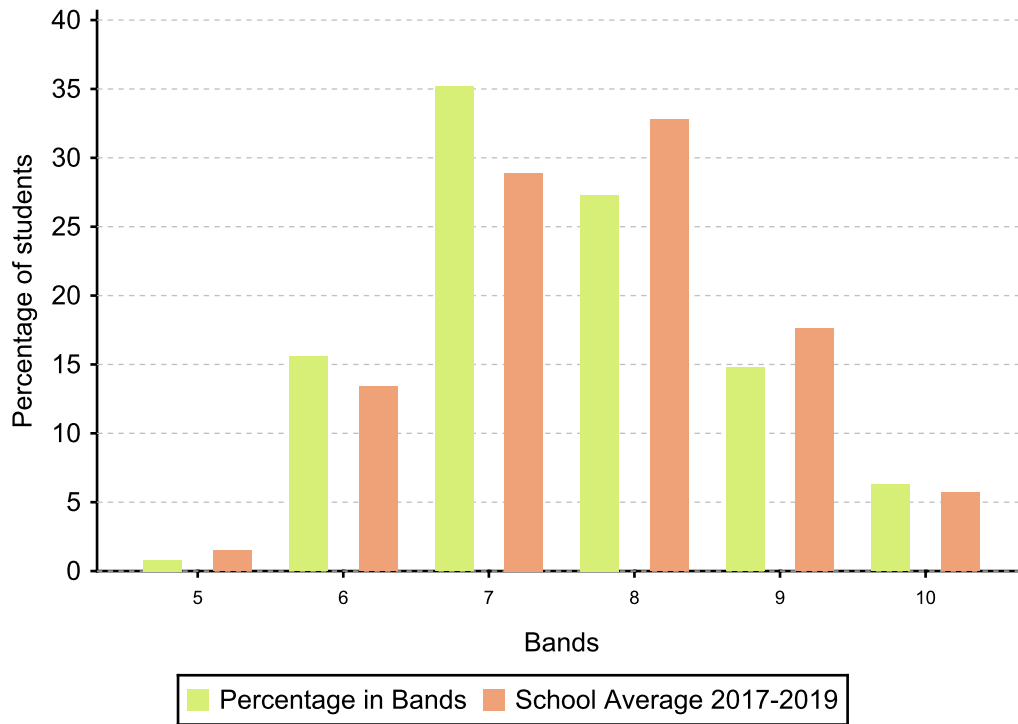
Band	5	6	7	8	9	10
Percentage of students	16.2	26.2	33.1	18.5	4.6	1.5
School avg 2017-2019	19.1	24.8	26.8	19.3	6.8	3.3

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	1.7	9.2	23.6	27.6	24.1	13.8
School avg 2017-2019	2.2	9.7	27.5	31.8	20.4	8.5

Percentage in bands:
Year 9 Numeracy

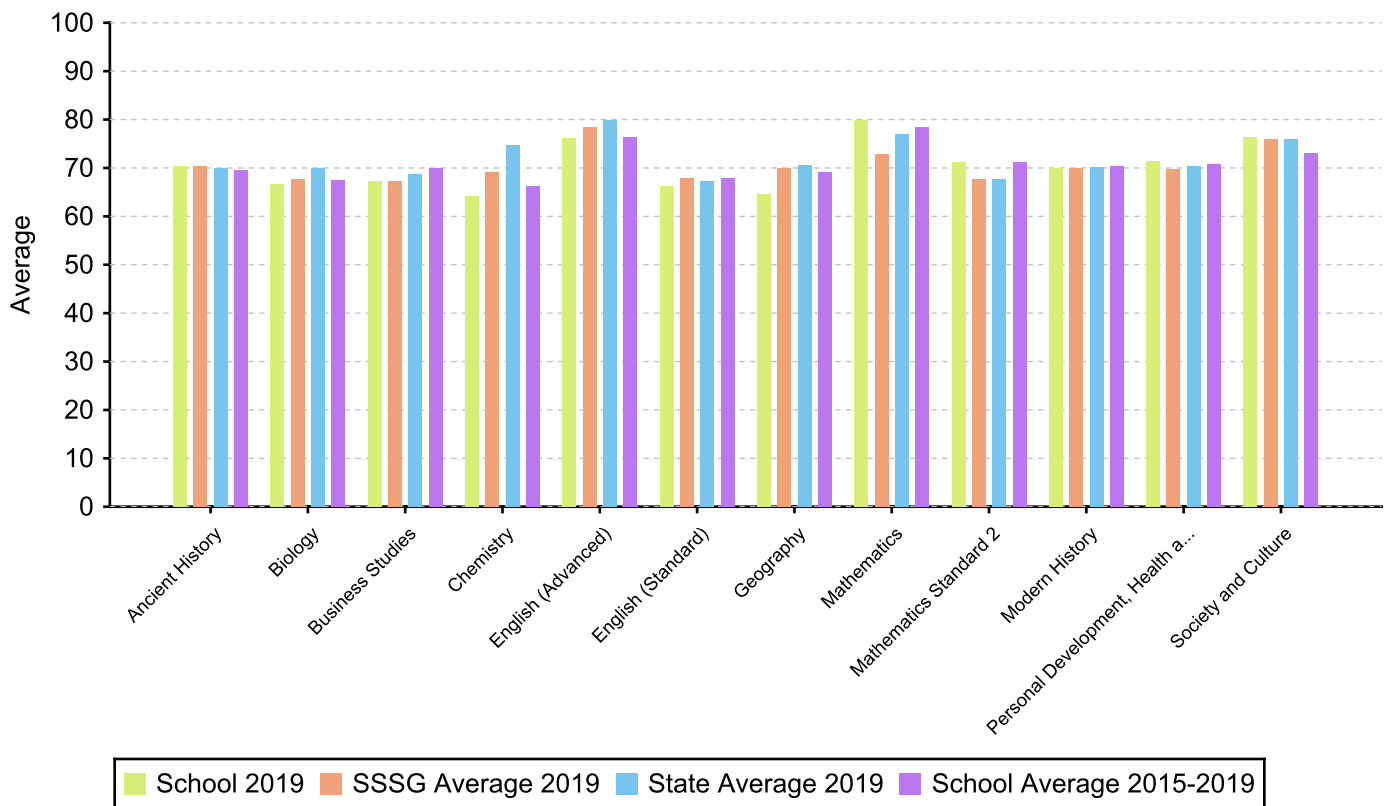


Band	5	6	7	8	9	10
Percentage of students	0.8	15.6	35.2	27.3	14.8	6.3
School avg 2017-2019	1.5	13.4	28.9	32.8	17.6	5.7

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	70.3	70.5	69.9	69.6
Biology	66.7	67.7	69.9	67.5
Business Studies	67.3	67.2	68.6	69.9
Chemistry	64.2	69.2	74.7	66.2
English (Advanced)	76.2	78.4	80.0	76.3
English (Standard)	66.2	67.8	67.3	67.9
Geography	64.6	69.9	70.6	69.1
Mathematics	79.9	72.9	76.9	78.4
Mathematics Standard 2	71.2	67.6	67.7	71.2
Modern History	69.9	69.9	70.2	70.3
Personal Development, Health and Physical Education	71.4	69.8	70.5	70.7
Society and Culture	76.4	75.9	75.9	73.1

Parent/caregiver, student, teacher satisfaction

Communication systems remain an area where the school continues to strengthen the modes of delivery to parents. Facebook, skoolbag app, the school's website and What's on at Whitebridge Newsletter provide the school community with timely information and a 'snapshot' of their child's engagement in learning. In 2019 parents continued to participate in a series of Parent Engagement Information Sessions presented by the Senior Executive. Parent attendance at these sessions grew from the previous year with parents anecdotally providing positive feedback regarding a greater sense of connection to the school and its current and future directions. Parents responded to the TTFM survey throughout 2019 with parents reporting positive feedback in the areas of being informed, feeling welcome in the school, supporting learning at home, the learning support provided by the school, the school expectations of positive behavior and the inclusive nature of the school. 76% of parents' surveys indicated that they had attended meetings or social functions at the school and 83% of parents reported that they had communicated with a teacher about their child's learning on one or more times throughout the year. Parents support the school and its directions and are valuable partners within the school community.

TTFM survey results provide clear feedback regarding students' sense of overall wellbeing and engagement in their learning. In 2019 students continue to report a positive sense of belonging and relationships. Overall students are happy and positive about school and believe that the following are important skills for the future: Working as part of a team; thinking critically; thinking creatively; problem solving; communicating with others. Incidences of bullying remain below state average as do rates of truancy. Of particular note students reported significant increases in measures of valuing school outcomes, participating in sport and extracurricula activities and personal effort all suggesting the positive influence of school strategies for high expectations. Further, students reported a 3% drop in the incidence of bullying creating a safer environment for all students. 2019 TTFM results were used to 'drill down' to a deeper understanding with a range of year 7 to 12 student focus groups.

These groups provided more detailed feedback around the areas of relevance of subjects to the real world, engagement in learning, the importance of clear learning intentions and success criteria and assessment. Evidence from student focus groups was used to drive the school's future directions around curriculum development, teaching and learning and assessment.

Staff reported strong satisfaction in school wide communication strategies. In the people matter survey for the school, staff reported positive satisfaction above both network and operational group data. A 3 year positive trend is also evident in the school encouragement of necessary improvements for future challenges and in the area of positive professional collaboration. Staff have reported satisfaction in the area of organisational career development positive acknowledgement and recognition for their work and feedback to enable staff to guide personal performance and improvement. Staff have identified that the stress associated with their work is increasing and their time available to contribute more than is usually required has significantly decreased. To support this there is strong recognition that staff receive support from other members of the workgroup. Staff recognise that the school strives to achieve community satisfaction and is committed to the goal of providing quality education for all learners. Whitebridge High school continues to be a great place to work and learn.

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.

2019 saw the construction of the Yarning Circle and employment of an AEW from the local community one day per week to support our Aboriginal students. The Yarning Circle has been used to host a variety of events with Aboriginal parents, carers and students invited to spend time in this beautiful space. Students have been provided with the opportunity to authentically 'live' their culture and through this guidance and care the WHS Aboriginal dance group and foundation didgeridoo group have commenced. The school held successful NAIDOC celebrations where our own students danced in front of their peers and teachers. This moment was extremely poignant and emotional for staff and students. The day was a huge success and was made possible by the schools' Aboriginal Team, Aboriginal and Torres Strait Islander students and our Aboriginal community. The students participated in a variety of activities and created a giant snake mural that is mounted in the library. A smoking ceremony was a great success after two previous postponements due to wet weather. Our Aboriginal student Dance Group also danced at the school's MADD night to open the evening in front of proud parents, staff and students. They also performed at our local WCoS day. These events reflect a significant change in showcasing an authentic connection of Aboriginal students to their culture and the school. Student PLPs were collaboratively developed by the Aboriginal Education Team, students and families and provided students with an opportunity to reflect upon their learning and future aspirations. Whitebridge High School's Junior Aboriginal Education Consultative Group was initiated with the office bearers to be officially ratified with a leadership focus for Aboriginal students in 2020. A goal will be for students to present at the local AECG meetings to highlight Aboriginal education at Whitebridge High School.

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.

Whitebridge High School promotes positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by encouraging their active engagement in the life of the school. Whitebridge High School rejects all forms of racism. It is committed to the elimination of racial discrimination in NSW Government schools – including direct and indirect. All staff actively contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

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.

Community harmony is promoted through school policies and practices which counter racism and intolerance and develop intercultural understanding. Whitebridge High School provides teaching and learning programs that enable all students to identify as Australians within a democratic multicultural society and to develop the knowledge, skills and values for participation as active citizens. Whitebridge High School ensures inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and celebratory attitude towards different cultures, languages, religions and world views. Students who are learning English as an additional language or dialect (EAL/D) are provided with appropriate support to develop their English language and literacy skills so that they are able to fully

participate in schooling and achieve equitable educational outcomes. Whitebridge High School, through differentiated curriculum and specific teaching and learning programs, addresses the learning needs of students from culturally and linguistically diverse backgrounds requiring specific support. The school actively promotes its commitment to multi-cultural education through the curriculum and a range of charitable and extra-curricula activities aimed at developing global awareness and a school community that appreciates and respects all of its members.