

Wingham High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Wingham 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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School background

School vision statement

Wingham High School inspires students to grow as engaged citizens who are equipped with skills for lifelong learning through high quality, innovative educational experiences.

School context

Wingham High School (WHS) is a rural comprehensive school located in the picturesque Manning Valley on the Mid North Coast. Wingham High School enjoys an active involvement with the Community of Wingham Schools (CoWS) consisting of Wingham Public School, Wingham Brush Public School, Tinonee Public School, Mount George Public School, Elands Public School and Bobin Public School.

Our teaching staff of 55 is made up of beginning teachers, experienced and mid-career teachers. The student body consists of an enrolment of 520. There are 63 Indigenous students making up 12% of our student population.

The school has an enviable and formidable connection with the greater Wingham community and is an active participant in township events. Wingham High School draws upon community experience, developing strong partnerships with business and enterprise from which students gain valuable insight and vocational opportunities. Wingham schools are seen as integral to local history and tradition as well as reflecting the values of the community. Wingham High School farm consists of 40 acres of rich alluvial pasture. The farm is run to mirror a commercial beef operation from paddock to plate. It enjoys a wealth of support from local agri-businesses as well as many volunteers from the community. It has achieved many awards from its show cattle and beef.

Wingham High School has a broad and challenging curriculum providing for the comprehensive needs of our students. There is a strong focus on the development of skills for future learning which is reflected in teaching practice. Transition to work programs and Vocational Education Training (VET) courses are a significant part of our curriculum. Our two Trade Training Centres (Construction and Hospitality) continue to play an important role in these programs.

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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Visible Learning

Purpose

To enhance the capacity of all staff to identify, understand and implement effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.

Improvement Measures

The school moves from delivering to sustaining and growing in the School Excellence Framework themes of formative assessment, summative assessment and student engagement.

All students meet or exceed expected levels of growth in literacy and numeracy. Where there is an exception we will understand why and have a plan to support the students.

Progress towards achieving improvement measures

Process 1: Visible Learners

A whole school approach where the learning characteristics of students inform teaching practice and professional development.

Evaluation	Funds Expended (Resources)
Learning Intentions (LI) and Success Criteria (SC) are embedded into Year 7 programs throughout all faculties. The use of Learning Intentions are endorsed by all staff and support student clarity of lessons. Success Criteria support and encourage students to map their own learning progression toward lesson outcomes. All teaching staff present LI and SC to Year 7 students and have developed into Year 8 and beyond. Further development and structures to garner student capacity to verbalise their learning pathways are to be continuing in their development and evaluation.	\$38106

Process 2: Learning Impact

As a school we use data to analyse the learning impact we are having for all students. This informs teacher lesson planning and strategic school planning.

Evaluation	Funds Expended (Resources)
PAT, NAPLAN and student growth data shows that student growth has occurred with positive gains in from Year 7 to Year 9. Strong growth has occurred in the area of spelling, numeracy, grammar & punctuation. Still there is need to increase results in the schools writing and reading student growth. We need to investigate our strategy of supporting students with lower reading success and how we incorporate adjustments when supporting learning across the whole school.	

Process 3: Feedback

A whole school approach whereby effective feedback is demonstrated and valued in all classrooms.

Evaluation	Funds Expended (Resources)
Our practice on feedback has been somewhat redirected. We have engaged in professional learning in our visible learning strategy. In our analysis energies have moved to ensure that our programs have quality assessment	

Progress towards achieving improvement measures

that are explicit in their links to curriculum and the learning outcomes. In ensuring that programs have renewed assessment for learning we are looking to ensure feedback is ongoing and informative.

Strategic Direction 2

High Expectation Leadership

Purpose

To research, evidence based strategies and innovative thinking to successfully deliver ongoing measured improvement in student progress and achievement.

Improvement Measures

The school moves into sustaining and growing for all elements in the Leading Domain of the School Excellence Framework

Increase in teacher skill and capacity to critically evaluate research and data to improve student learning.

Progress towards achieving improvement measures

Process 1: Evidence Into Action

Leadership team drives an evaluative thinking mindset.

All decision making is supported/guided by appropriate data or evidence.

All professional learning and structures are supported by evident need.

Evaluation	Funds Expended (Resources)
As a result of analysis of school structures, policy and role statements are in the process of aligning our schools' strategic directions with shifting staffing personnel.	

Process 2: Distributed Leadership

Professional learning in the school emphasises the development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Evaluation	Funds Expended (Resources)
<p>The schools' Learning Directions Leaders (LDL) initiative has identified varied degrees of success with program implementation and increased student learning outcomes. As a result we have redesigned the LDL format to become more efficient in our funding and student outcomes.</p> <p>Our literacy and numeracy strategy has seen positive growth however reading and writing continue to be areas requiring continued analysis to gain greater levels of growth. STEM has seen a subject developed in stage 5 that has been successful with student driven curriculum obtaining a cohort to engage in 2020.</p> <p>2020 will see alignment of our LDL strategy with numeracy and literacy LDL combining with our learning support structures more closely. This will enable a more holistic analysis of student performance and support development.</p>	\$21343

Strategic Direction 3

Connected, Caring Citizens.

Purpose

To develop a creative and innovative school culture that promotes achievement and fosters wellbeing for every student. All students are known, cared for and valued, becoming increasingly motivated learners with skills for future success and wellbeing.

Improvement Measures

The school moves from sustaining and growing to excelling in the Learning Domain: Wellbeing.

The school moves from delivering to sustaining and growing in the Learning Domain: Learning Culture.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Whole school consistent approach to student wellbeing and behaviour expectations ensuring optimum conditions for learning.

Evaluation	Funds Expended (Resources)
<p>The school has employed a Youth Worker to be onsite and develop programs for our students at risk. The youth worker has developed links with health services of Greater Taree and linked into the youth strategy developed by Mid Coast Council. Our greatest students at risk have been connected with specific providers external to the school where appropriate. Our learning support team (LST) has increased its capacity to comprehensively support our most vulnerable students.</p> <p>Our Positive Behaviour for Learning Leader has guided staff to develop a set of guidelines that are to be promoted throughout the school. These guidelines will ensure consistency and high expectations across the campus. Signage in all classrooms and within the school campus are to be developed and produced in 2020.</p>	\$25104

Process 2: Responsible Citizens and Productive Learners

Innovative and supportive practices with a focus on the building of positive, aspirational mindsets.

Evaluation	Funds Expended (Resources)
<p>A review of our merit, reward and recognition systems has been undertaken. This has resulted in an alignment of our schools' core values. These have been reduced in line with our PBL evaluation. The school has moved to include a model that is separate to academic ability and performance to identify behaviours that are instrumental for success. Our Endeavour Report is produced and distributed to parents and students twice per semester. This feedback enables conversation for all students in how they can improve behaviours within their control, for increased learning capacity. This initiative has been well received by our parent population.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$79144	<p>Aboriginal Education Worker employed. Aboriginal Education Learning Directions Leader employed to coordinate and promote Aboriginal Education within the school.</p> <p>Cultural Immersion: NAIDOC Celebration (at WHS) and Assembly at Wingham Central Park. Wakul Gudida cultural group incorporating Sistaspeak and Boys' Group. Gathang language initiative collaboration with local High School. This has resulted in improved attendance rates, connection to Country, continued connections with community (CoWS, parents, and wider community).</p> <p>Cultural Excursions: Bangarra Dance workshop and performance, Murrook School Workshops/Camp– Organising with AECG links.</p> <p>Academic Performance: PLP's completed for all ATSI students and incorporated through Goal Hub. Identified student support programs for those at risk and lower performing. Attendance and performance levels identified in assessment task completion, school assessment and NAPLAN. Stage 6 tuition support program enabling continued engagement and successful assessment completion.</p>
English language proficiency	\$14768	<p>Students attend the Learning Hub to work intensively on their English skills. LaST and SLSO support EAL/D teaching. EAL/D support teacher attends one day per week to work with funded EAL/D students.</p> <p>Adjustments – professional learning and assistance with teaching strategies / adjustments provided to teachers by EAL/D support teacher. Our small group (5) of EAL/D students have closely bonded and provide each other with strong social and educational support. With support, guidance and instructions these students are participating fully in the educational opportunities at Wingham High. The STAR morning program has provided an opportunity to check-in with students and closer assessment of needs.</p>
Low level adjustment for disability	\$263227	<p>An increase to our LaST allocation, development of Learning Direction Leaders in the areas of Literacy and Numeracy, School Learning Support Officers have been employed to develop programs specific to the identified need of targeted and / or funded students.</p> <p>English literacy classes for Yr 7 and 8 – literacy skill development using Reading2Learn strategies to teach English. Opportunity offered to students following standardised testing in PAT Reading whose results were in lowest two stanines. Star literacy program for students with intensive</p>

<p>Low level adjustment for disability</p>	<p>\$263227</p>	<p>literacy needs. Our programs have supported students in accessing the curriculum and engaging in their learning in a confident and productive manner. Planning towards the end of 2019 focused on the development of our Learning Hub into a more cohesive and accessible learning space that will integrate many of the above activities. The aim of the learning hub will be to utilise technologies that assist in the development of literacy and numeracy skills, create a vibrant and supportive environment for students of all abilities, and assist students develop good learning habits and strategies so that they may engage in their learning successfully.</p>
<p>Socio-economic background</p>	<p>\$535436</p>	<p>Our strong focus supporting the academic and wellbeing needs of students has seen the employment of our second Deputy Principal. The appointment has supported those students who are at risk, disengaged or looking at more vocational based educational pathways. The position has enabled the continued management in attaining goals outlined in the strategic plan for improving student performance.</p> <p>Our hiring of essential School Learning Support Officers (SLSO) enables targeted students to succeed with adapted literacy and numeracy programs. We have ensured all funded students complete assessment tasks and developed a support timetable for students against assessment task due dates.</p> <p>Employment of our Job Coach provides growing links with community to provide workplace experience and completion of mandatory work-placement hours for those students who are choosing to engage in our vocationally orientated programs.</p>
<p>Support for beginning teachers</p>	<p>\$17201</p>	<p>Beginning teachers had flexibility in using blocks of time for continued professional development or half days to coordinate with their mentors or Heat Teachers. this was not limited to but included team teaching, observation and programming sessions.</p> <p>Professional learning was designed to accommodate specific teachers requirements and support areas of curriculum, classroom management and programming. Where available subject specific mentors have been engaged to provide deeper understanding of curriculum and guided pedagogical practice.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	283	258	271	262
Girls	283	266	249	242

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.7	91.1	90.4	91.3
8	89.5	89.4	87.7	87.1
9	87.9	85.6	86.1	84.7
10	85.6	84.4	76.7	84.8
11	84.3	82.3	84.7	70.5
12	89.7	85.2	82.6	86.2
All Years	87.9	86.1	85	85.1
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	19	9	9
Employment	5	9	22
TAFE entry	2	5	12
University Entry	0	0	40
Other	10	5	10
Unknown	4	0	7

Year 12 students undertaking vocational or trade training

31.03% of Year 12 students at Wingham High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

90% of all Year 12 students at Wingham High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	30.9
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.68
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	1,014,211
Revenue	7,797,063
Appropriation	7,637,097
Sale of Goods and Services	6,985
Grants and contributions	115,875
Investment income	6,155
Other revenue	30,951
Expenses	-7,987,915
Employee related	-7,023,110
Operating expenses	-964,805
Surplus / deficit for the year	-190,851

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.

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	295,392
Equity Total	882,604
Equity - Aboriginal	69,173
Equity - Socio-economic	535,436
Equity - Language	14,768
Equity - Disability	263,227
Base Total	5,728,999
Base - Per Capita	123,485
Base - Location	8,071
Base - Other	5,597,443
Other Total	350,021
Grand Total	7,257,016

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.

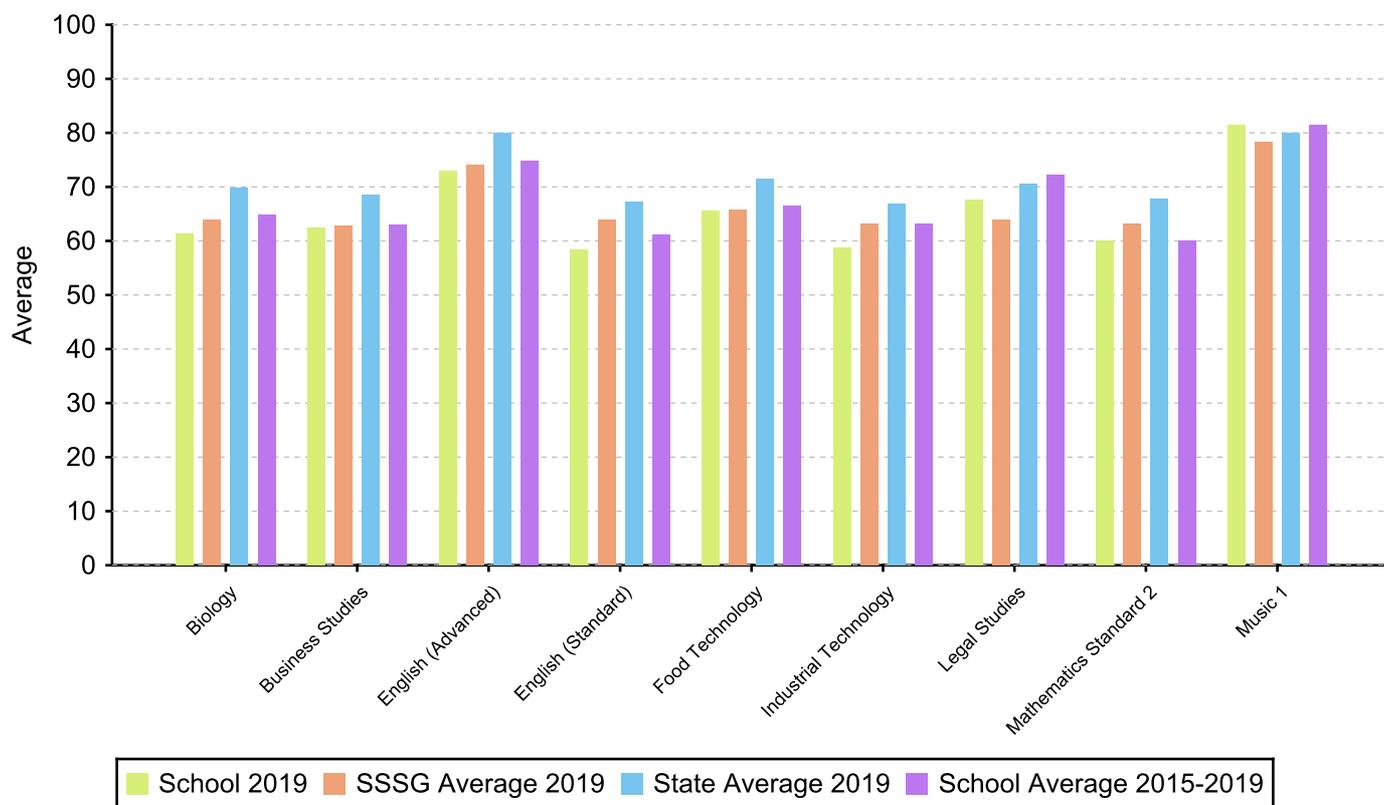
NAPLAN Online

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](https://myschool.edu.au) website.

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
Biology	61.3	63.9	69.9	64.8
Business Studies	62.4	62.8	68.6	63.0
English (Advanced)	72.9	74.2	80.0	74.8
English (Standard)	58.4	63.9	67.3	61.1
Food Technology	65.6	65.8	71.4	66.6
Industrial Technology	58.7	63.1	66.8	63.2
Legal Studies	67.7	64.0	70.6	72.3
Mathematics Standard 2	60.0	63.3	67.7	60.0
Music 1	81.4	78.3	79.9	81.4

Parent/caregiver, student, teacher satisfaction

Wingham High School has engaged the school community in evaluating the curriculum offerings most notably in Stage 5. Students identified the need for more focus and options with courses more devoted to life skills and financial literacy. Parent respondents echoed the need for increased life skills focus to student choice and extended desire for wellbeing orientated education.

The curriculum offerings will be a focus area for 2020.

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.

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.

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.