

Willyama High School

2019 Annual Report



WILLYAMA
HIGH SCHOOL
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8491

Introduction

The Annual Report for 2019 is provided to the community of Willyama High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

At the beginning of 2019, we had a significant staff changeover with twelve new teachers and three new SLSOs joining our school. Our new teachers received the usual friendly Willyama and Broken Hill welcome and quickly settled in to become important members of our local school community.

Our new Teacher Librarian, Ms Tracy Henderson, took on our new open plan library space and a central learning hub with vigour and inspiration. Books and reading became a key focus area across our school

Our new Agriculture teacher, Mr Luke Turner, quickly built on our recently established agriculture plot and with farm assistant Jenny Johnston worked hard to build this as a key area in our school. Such has been their success so far that VET Primary Industries will run in Year 11 at Willyama High School for the first time in 2020.

Our new Hospitality and Food Technology teacher Mrs Shannon Bush brought years of experience to our school in this area. Our very old and dated kitchen was refurbished throughout the year to provide a much more modern and appealing facility to nicely complement our adjacent commercial kitchen.

It was an exciting and rewarding end to the year when HSC results and ATARs were revealed with Tanvi Singh achieving the incredible ATAR of 99.1 (including 3 Band 6s and an E4) to gain entry into the University of Adelaide to study a Bachelor of Surgery/Doctor of Medicine. This is an amazing achievement for any student, let alone one living in a rural and remote community like Broken Hill. A massive congratulations to Tanvi and all of her teachers. We look forward to hearing more of Tanvi's successes in the future.

Some other highlights of 2019 included:

- the continual growth and support of our FAST (Free After School Tutoring) Centre after school on Mondays and Wednesdays. The goodwill and generosity of our teachers to voluntarily staff this centre has been incredible and students have shown their appreciation by turning up in increasing numbers to gain valuable support with class and home learning activities.
- the phenomenal growth in the areas of Visual Arts and Photography in our school over 2019 with increased involvement in competitions, excursions and projects widely publicised throughout our school via social media.
- hosting the T4L technology roadshow for Broken Hill schools including specific workshops with experts from Apple, Microsoft and Google showcasing the latest in technology for teaching and learning. This was the catalyst for school starting on our incredible new journey with Microsoft Teams for communication, teaching and learning and administrative purposes.
- winning the Aboriginal Education School Community Partnership Award at the NSW DoE Wudgaharagarra Awards for our school's Reconciliation Action Plan.
- a number of outstanding sporting achievements, the highlight being Kalyce Pressler winning a bronze medal in the 200m breaststroke final at National Swimming Championships. This was on the back of Kalyce winning an amazing 3 gold medals, including a record in the 200m breaststroke, at the NSW All Schools Championships

As we reflect on the events of 2019, it has been a challenging and very productive and rewarding year for our Willyama

High School community. We look forward to the year ahead as we aspire to continue to grow and develop as an evolving school that maintains a key focus on building strong connections to inspire excellence in learning.

Grant Shepherd

Principal



School background

School vision statement

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

School context

Willyama High School is a 7–12 comprehensive high school of 493 students located in Broken Hill in Far West NSW. Our school prides itself on our banner statement of 'Connect, Inspire, Excel – Together' which drives the way our school goes about its business each day. Connecting with people and building relationships inspiring each other to our very best in every possible way. Our school services a predominantly low socioeconomic community and has a diverse population with 95 Aboriginal students (approximately 19% of the student population). Our school is staffed with 48 teachers and 18 administrative and support staff. There is a relatively high turnover of teachers each year. Our school was built as a second high school in Broken Hill in 1974. As the population of Broken Hill has declined, the school has been challenged to come up with innovative approaches to continue to provide a wide range of opportunities and experiences to engage students. There is curriculum collaboration with Broken Hill High School in the Reaching Across the Secondary Program (RASP) for Stage 6 courses. Our school has one student involved in the virtual selective high school Aurora College for English, Mathematics and Science and two senior students each studying one subject. The school maintains strong links with Western Institute of TAFE (Broken Hill campus) who offer courses such as Automotive Studies, Electrotechnology and Health Services in Stage 6. The school's key values are respect, responsibility and cooperation. The expectations and behavioural standards of these values are explicitly taught. The priorities in this school plan attempt to address the long term needs of students who live in an isolated rural environment to build their capacity to be successful lifelong learners in an increasingly complex world.

Self-assessment and school achievement

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

Strategic Direction 1

Inspired Learning

Purpose

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

Improvement Measures

- A greater percentage of students achieve in the top two bands for NAPLAN reading, writing, spelling and numeracy.
- At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing, spelling and numeracy in Year 9.
- Improved value-added results from 7–9 and 9–12.
- Improved levels of student well-being and engagement.

Progress towards achieving improvement measures

Process 1: Literacy Development

Implement strategies to develop literacy skills in reading, writing and spelling. (Progressions are in SD2 P3)

Evaluation	Funds Expended (Resources)
<p>The Multilit Reading Tutor Program and Spell–It were both effective programs in 2019. A number of students completed each of these programs and recorded significant improvements in their reading and spelling skills respectively. Our school has continued to implement the ALARM (A Learning and Responding Matrix) program to assist students to develop their writing skills though this has been a challenge due to the significant staff changeover this year.</p> <p>In 2019, 14.3% of year 9 students and 23.8% of year 7 students achieved in the top two bands for NAPLAN reading, writing, spelling and numeracy.</p> <p>There may be some comparability issues with NAPLAN 2018 due to the combination of written and online testing in 2018.</p> <p>In 2019, 82.3% of year 9 students achieved at or above national minimum standards for NAPLAN reading, writing, spelling and numeracy. This was a decrease from 89.3% in 2018.</p>	<p>ALARM training/refresher</p> <p>Multilit RTP/Spell–It resources</p> <p>Multilit Reading Tutor Program – SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$2500.00)• Low level adjustment for disability (\$4381.00)• Low level adjustment for disability (\$85780.00)

Process 2: Maths Pathway

Implement Maths Pathway program providing a individualised approach improving student numeracy in years 7–9.

Evaluation	Funds Expended (Resources)
<p>A planning program has been implemented by all staff members to ensure mini lessons, rich tasks and feedback are occurring regularly. The mini lesson spreadsheet has been updated for 2020 classes to monitor each students involvement in these lessons.</p> <p>2020 classes have been organised to have a streamed top class based on NAPLAN data indicating low growth for those students.</p> <p>Team teaching has been reassessed and a decision to return to single</p>	<p>Chromebook banks</p> <p>Maths Pathway subscription</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Operational (\$17500.00)• Operational (\$20341.00)

Progress towards achieving improvement measures

classes has been made to allow for less distraction.

The nature of rich tasks in 2019 has been evaluated and a decision to link rich tasks to the required skills for assessment tasks in 2020 has been made. Staff in charge of creating the assessment task will create the related rich tasks.

Process 3: Positive Learning Environments

Implement a whole school integrated approach to student wellbeing in which positive, respectful relationships are evident and widespread to ensure optimum conditions for student learning.

Evaluation	Funds Expended (Resources)
One of the major goals achieved this year was to have all PLE team members trained in PBL foundations training. The impact of this was to make decisions about school-wide PBL support in a way that reflected the foundations of PBL. All staff were lead through sessions of whole-school professional development where the foundations of PBL were explicitly communicated and school-wide goals for positive behaviour management were shared. Greater emphasis was placed on making classroom expectations modernised and more visible. These expectations were reinforced by regular school values focus periods every 2 week cycle through the development and delivery of mini-lessons where all students participated. During these focus periods there was a higher degree of positive rewards allocated through the school's VIVO reward system. Data was collected through a student survey on the effectiveness of the VIVO system. These results showed that not all students find the system effective and viable. One of the main focus areas of 2020 will be a full evaluation of the VIVO system and whether we continue with our product licence. One of the key areas for improvement lies in enhanced data analysis of Sentral Wellbeing entries to inform decision making on where school-wide focus lessons need to occur.	PBL training Vivo rewards Mildura rewards trip Funding Sources: <ul style="list-style-type: none">• Professional learning (\$1089.00)• Socio-economic background (\$6195.00)• Socio-economic background (\$4533.00)

Process 4: STEM

Implementation of programs to develop students' STEM foundational skills in mathematics, science and technology.

Evaluation	Funds Expended (Resources)
<p>Integrated STEM projects were evaluated by all teachers involved in the delivery of the course and the overall engagement and achievement of outcomes was assessed to be no greater than the engagement with these outcomes in the classroom.</p> <p>It was determined that the integrated STEM classes in Yr 8 would not run in 2020 and the STEM team would continue to focus on building small scale projects into KLA programs for student engagement with hands-on learning activities. The STEM team has also determined that in 2021, STEM will be offered as an elective for Year 8 students and this will focus on large cross-curricula projects. The projects that have been developed by the STEM team for integrated STEM will form the basis of this elective.</p> <p>Future milestones in STEM will focus on the development of a 2021 elective and the implementation of PBL projects into all KLAs across the school to increase engagement with critical thinking skills.</p>	

Strategic Direction 2

Quality Teaching

Purpose

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

Improvement Measures

- Increased use of evidence-based pedagogy by teachers.
- Teachers undertake professional learning in the literacy progressions and improve their capacity to teach literacy.
- A system is implemented to monitor and facilitate individual student growth across our school.

Progress towards achieving improvement measures

Process 1: Quality Teaching Rounds

Teachers engage in professional collaboration using QTR process aiming to improve teaching practices and student learning outcomes.

Evaluation	Funds Expended (Resources)
47 teachers participated in Quality Teaching Rounds in 2019 with all teachers being observed at least once. Several members of our QTR team undertook two day training as a refresher course and QTR training/refresher was delivered on a school development day. As indicated by a post-evaluation survey, 91% of teachers agreed that they now have a greater understanding of the QTR model and 77% agreed that they are more comfortable to allow others into their classroom for the purpose of professional observation and learning. The team discussed ways of improving the model for 2020 which included more rounds and follow up observations of the same teacher to provide opportunity to concentrate on particular elements to improve and gain feedback on this.	Teacher release QTR training Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$53358.00)• Professional learning (\$1500.00)

Process 2: Formative Assessment

Teachers undertake professional learning in formative assessment. Teachers routinely use evidence of learning and adapt their teaching practice as an integral part of their daily classroom instruction.

Evaluation	Funds Expended (Resources)
Formative assessment professional learning was delivered to staff in the initial stages of the year, and consistent follow ups were completed in professional learning groups throughout the year. Staff were provided with significant opportunity and training in using digital classrooms for formative assessment during Term 4 and several strategies were explored in collaborative professional learning groups. Staff are beginning to embed formative assessment strategies more readily. Further learning and follow up will be completed in 2020 for this to continue to be effectively embedded within the school culture and for all teachers to have confidence in assessing individual student growth and modifying teaching programs/sequences in response to this.	Teacher release for PLG time Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$26679.00)

Process 3: Literacy Progressions

Teachers undertake professional learning in literacy progressions. Teachers use the progressions to systematically monitor and explicitly teach literacy to students at all levels of achievement.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The LitProg team was formed and met regularly to plan for whole school implementation of the literacy progressions. The team explored and completed Basic Skills Year 7 training including SCOUT data and the Plan2 tool. Team members have begun to track the literacy progressions in their own classes trialling the Plan2 tool. Progress and been slow and experimental throughout the year. There is a need for further training to develop staff skills and determine strategy around how to best implement the literacy progressions in our school.</p>	

Strategic Direction 3

Distributed Instructional Leadership

Purpose

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

Improvement Measures

An increase in effective instructional leadership emphasised in professional learning programs.

Increase the proportion of students involved in programs or activities that allow them to build or demonstrate leadership skills.

Improve the appearance and profile of our school through increased community engagement and improved communication strategies.

Progress towards achieving improvement measures

Process 1: Growth Coaching

Provide professional learning in growth coaching and implement executive coaching support structures to ensure the ongoing development and improvement of all staff.

Evaluation	Funds Expended (Resources)
Most executive staff have undertaken the 2 day course in Introduction to Leadership Coaching. The skills acquired through this course have been implemented during fortnightly Head Teacher support groups where executive staff coach each other through scenarios, both real and hypothetical. This has further developed their skills which have then been able to be used during conversations around the performance and development cycle with their faculty staff. Growth coaching is continuing to grow with further practice using the GROWTH model in these Head Teacher support groups. A high turnover of staff in a rural and remote school, has made it challenging to have all current executive staff trained in the initial 2 day ILC course, but inquiries are currently being made into available courses to achieve this goal. The potential for further growth coaching is also being explored through additional professional development opportunities such as the Leaders Coaching Leaders and Students Coaching Students programs.	Growth Coaching training Funding Sources: <ul style="list-style-type: none">• Professional learning (\$10725.00)

Process 2: Aboriginal Education

Implement strategies to improve student learning outcomes for Aboriginal students.

Evaluation	Funds Expended (Resources)
A teacher was employed 0.5 for the year to support Aboriginal students in their learning as well as lead and navigate a number of initiatives. These initiatives included Drumbeat, Deadly Blues NRL launch, Maari Ma Health days, NAIDOC activities and iPROWD. An Aboriginal SLSO was also employed to run the Multit Reading Tutor Program with identified Aboriginal students and a number of these students greatly improved their reading ages throughout the year. Our Aboriginal Education Team (AET) met at least twice a term throughout the year to plan and discuss initiatives and activities and coordinate PLPS. All Aboriginal students had a PLP, accessible to all staff via Sentral, as required. Our school had an average NAPLAN score in reading, writing, spelling and numeracy combined for year 9 Aboriginal students of 501.1 (compared to SSSG 530.45 and State 522.23). There were 6.3% of year 9 and 13% of year	Support teacher (0.5) for Aboriginal students Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$53358.00)

Progress towards achieving improvement measures

7 Aboriginal students in the top 2 bands, the first for a number of years. There were 93.8% of year 9 and 74% of year 7 Aboriginal students in the bottom 2 bands.

The Trumper–Marsh scholarship continued in 2019. This scholarship is given to acknowledge and honour our school's most deserving Aboriginal students with the focus on diligence, adherence to core values and the pursuit of a healthy lifestyle. The open winner was Bianca Johnstone and most improved student Shania Mills.

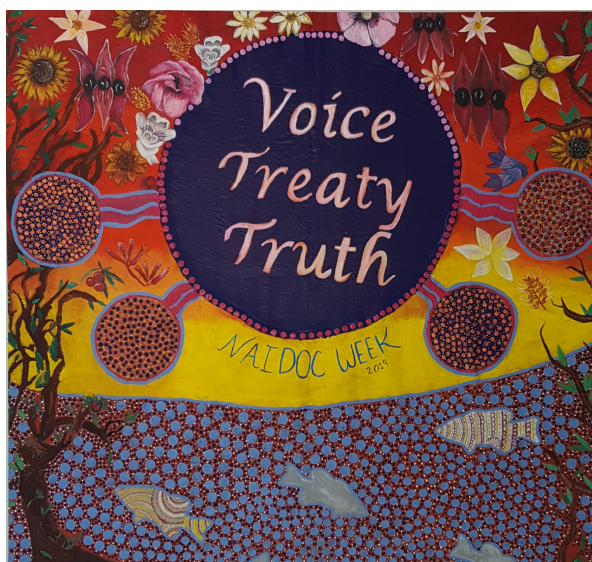
The Reconciliation Action Plan (RAP) working group was formed and regular meetings were held to work through and complete a number of actions. These were guided by our vision statement of 'developing a whole school understanding and recognition of the truth of First Nation Peoples of our Country, in order to instil empathy and respect within our school community.' Our school RAP initiative resulted in us being nominated for and receiving a Wudhagaragarra award for Aboriginal Education School Community Partnership.

Willyama High School participated in and were successful in gaining first place in the Broken Hill NAIDOC Banner Competition (Pictured).

Process 3: Community Engagement

Develop and strengthen community engagement through improved communication practices and raising the profile of our school.

Evaluation	Funds Expended (Resources)
Improved school signage has given greater direction for community access to our school as well as improving its appearance. Main areas of communication with our school community have been enhanced and developed including our school's Facebook page, website, SMS and local media.	



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$105 446.00) 	<p>An Aboriginal Education Officer (AEO) is part of our school's staffing entitlement at a cost of \$68,575. He has been effective in supporting Aboriginal students and families through support in classes and regular home contact. The remaining funds were utilised to contribute to the cost of the employment of an SLSO to implement the Multiliteracy Reading Tutor Program with identified Aboriginal students resulting in improved reading levels and student engagement.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$277 869.00) 	<p>1.8 Learning and Support Teachers are part of our school's staffing entitlement at a cost of \$192089. These teachers develop and implement personalised learning plans across our school, facilitate support for students and provide training and support for staff in making modifications and adjustments.</p> <p>Additional SLSOs were employed to provide targeted support to individual students and groups of students with high needs to enable them to participate more fully in their learning including implementing Reading Tutor Programs with identified students.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$406 699.00) 	<p>1.6 additional teachers are part of the school's staffing entitlement at a cost of \$170,746. An ACIP Deputy Principal is funded by socioeconomic background funds at a cost of \$163,254. This position became permanent on 1 November. The 1.6 additional teachers provides one period per fortnight to all teachers for their Professional Learning Groups (PLGs) and release time to participate in Quality Teaching Rounds (QTRs). The employment of the second deputy principal has allowed both deputies to focus on instructional leadership rather than just manage behaviour and wellbeing matters. They have had an impact on coordinating Positive Behaviour for Learning, Head Teacher mentoring groups, PLGs, QTRs, HOW2Learn strategies and wellbeing programs to improve teacher quality and student engagement.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$152 784.00) 	<p>Nine beginning teachers were allocated targeted funding for their first year of teaching. Six teachers were allocated funding for their second year of teaching. A Head Teacher Mentor (\$139,825) was employed to support, mentor and provide release time for beginning teachers.</p> <p>Support strategies were negotiated and included timetabled and additional release time, provision of mentoring, additional professional learning and an induction program. Mentoring programs provided opportunities for collaboration and classroom observations leading to improved teaching practice.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	234	230	226	224
Girls	236	241	250	252

Student attendance profile

School				
Year	2016	2017	2018	2019
7	89.4	93	86.7	87.2
8	86.8	87.4	84.4	86.4
9	86.6	88.3	80.2	85.1
10	87.2	85.2	78	84.7
11	88.4	89.9	86.3	85.8
12	90.3	92.8	88	89.1
All Years	87.9	89.1	83.5	86.2
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	0
Employment	6.41	18.52	29.73
TAFE entry	24.36	4.94	5.41
University Entry	0	0	45.95
Other	3.85	7.41	0
Unknown	6.41	6.17	18.92

The post school categories are followed:

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

Year 12 students undertaking vocational or trade training

20.00% of Year 12 students at Willyama High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

91.4% of all Year 12 students at Willyama High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

During 2019, 37 students were enrolled in Year 12 with 34 students finishing their studies at Willyama High School. Of these students 45.95% accepted an offer from a University, which includes students that deferred to take a gap year. Most of these students are employed during this period but have been included in the University entry/ GAP year categories. The number of students applying for University dropped slightly due to increased employment opportunities being available locally in Broken Hill. This saw a rise in students leaving school early during Year 10 and 11 to take training opportunities with local businesses.

An increased number of students from all senior year levels have enrolled in TAFE Western which is a positive outcome for the local area and keeping educational opportunities local in Broken Hill.

The steady course offerings in multiple disciplines at University to Willyama students can be linked to academic success during the HSC period by the school. A new study coordinator position saw a steady increase in overall ATAR scores with students having more opportunity to learn how to study which resulted in better outcomes for the students.

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

Overall Willyama has demonstrated excellent post school data and will continue to focus on the areas of preparation and time management for post school options.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	33
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.78
Other Positions	1

*Full Time Equivalent

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	988,857
Revenue	8,269,715
Appropriation	8,003,475
Sale of Goods and Services	167,189
Grants and contributions	91,393
Investment income	7,458
Other revenue	200
Expenses	-8,201,590
Employee related	-7,286,498
Operating expenses	-915,092
Surplus / deficit for the year	68,125

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	737,343
Equity Total	796,659
Equity - Aboriginal	105,446
Equity - Socio-economic	406,699
Equity - Language	6,646
Equity - Disability	277,869
Base Total	5,510,387
Base - Per Capita	116,887
Base - Location	58,621
Base - Other	5,334,878
Other Total	361,402
Grand Total	7,405,790

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.

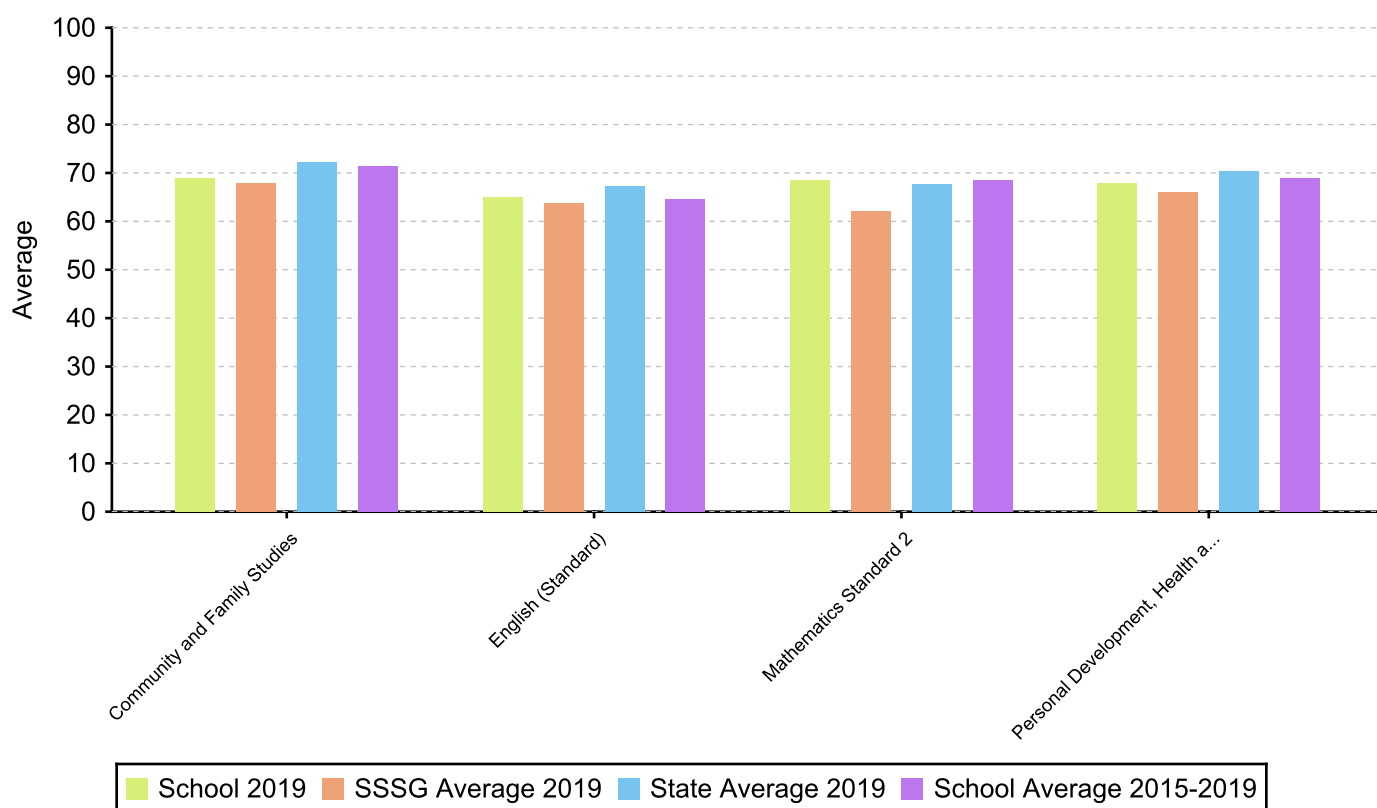
NAPLAN Online

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.

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
Community and Family Studies	68.9	67.8	72.2	71.4
English (Standard)	64.9	63.7	67.3	64.6
Mathematics Standard 2	68.5	62.1	67.7	68.5
Personal Development, Health and Physical Education	67.8	66.1	70.5	69.0

The graphs above are presented as these courses had sufficient student numbers (10 students or more) for a valid comparison to be made. In these courses, our school performed above the state average in Mathematics Standard 2.

Thirty-four students sat the HSC at Willyama High School in 2019. Three of these students were on the HSC Distinguished Achievers list for achieving Band 6 or above in Music (Bowden McAllister), Community and Family Studies (Heaven Celotto), and Chemistry, English Advanced, Mathematics Extension 1, Personal Development Health and Physical Education (Tanvi Singh).

Tanvi (Pictured) is to be congratulated on achieving an exceptional ATAR of 99.1 and gaining dux of HSC Year for 2019. Tanvi's efforts and dedication to her studies have placed her in first position at Willyama High School for each of the subjects she studied this year. Francois Van der Berg also returned an outstanding ATAR of 92.75.

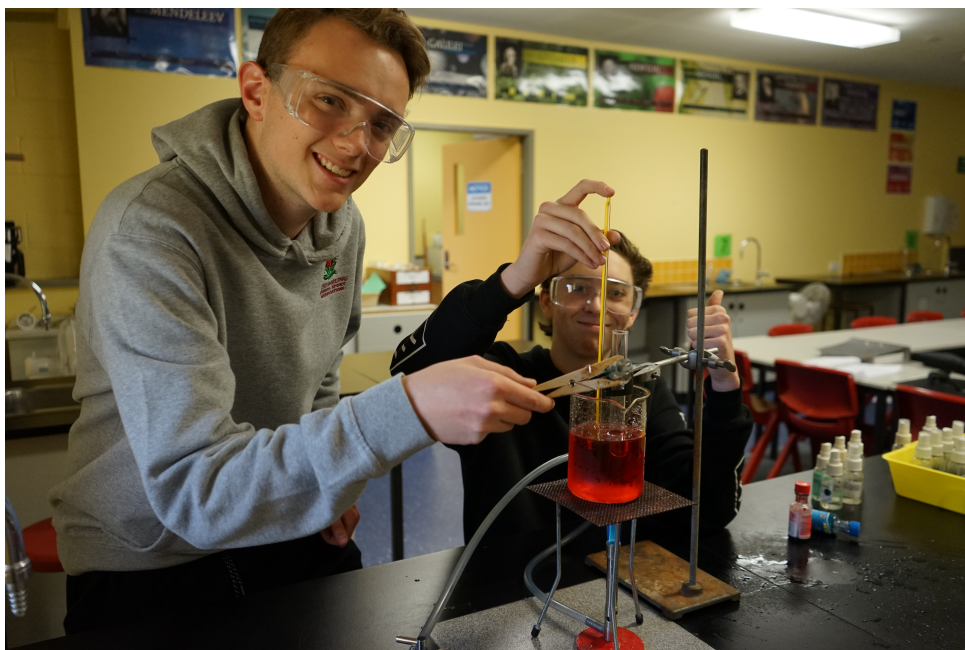


Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about our school. In 2019, our school used the respective Tell Them From Me (TTFM) surveys for students, parents and staff.

A summary of their responses is presented below:

- The majority of students have friends at school they can trust and who encourage them to make positive choices.
- More than half of our students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- The majority of parents surveyed feel that the school's administrative staff are helpful when they have a question or problem and that parent activities are scheduled at times when they can attend.
- The majority of teachers believe that school leaders are leading improvement and clearly communicating their strategic vision and values for our school.
- The majority of teachers feel that they are equipped with the necessary skills to assist students with a range of learning needs.



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.

Our school's Aboriginal Education Team (AET) has continued to meet every third Tuesday to discuss and implement strategies to provide opportunities for Aboriginal students and improve educational outcomes guided by the Aboriginal Education Policy. The team has also discussed strategies for further professional learning for new staff in incorporating Aboriginal perspectives into teaching and learning programs within the current school wide focus on implementing the quality teaching framework. Specific teaching programs in 7–10 history classes have continued to focus on educating all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Students have been given the opportunity to study Aboriginal Studies at Stage 6 level via a shared class taught at Broken Hill High School.

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.

They are responsible for reviewing practices and procedures in the school to support cultural diversity. All teachers have incorporated cross–curricular syllabus perspectives including multicultural education into scope and sequences and teaching programs. This is supported by and monitored through our school's supervision policy.

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.