

# Wiley Park Girls High School

## 2019 Annual Report



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## Introduction

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

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

### School contact details

Wiley Park Girls High School

The Boulevarde

Punchbowl, 2196

[www.wileyparkg-h.schools.nsw.edu.au](http://www.wileyparkg-h.schools.nsw.edu.au)

[wileyparkg-h.school@det.nsw.edu.au](mailto:wileyparkg-h.school@det.nsw.edu.au)

9759 5849

## School background

### School vision statement

We are a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment.

Every student has the opportunity to achieve their personal best through engaged, active learning in our safe, respectful and supportive school.

### School context

Wiley Park Girls High School is a comprehensive high school in South Western Sydney. Our school community is enriched with 97% of students being from a language background other than English (including refugee students). It has a proud history of supporting a diverse student population and caters for the educational and wellbeing needs of girls. We differentiate for the needs of students at all levels, including Gifted and Talented students. The school works in partnership with our local community and employs four Community Liaison Officers from Arabic and South Pacific Islander community groups.

Our aim is to transform teaching practice through innovative curriculum development and professional learning for teachers in the delivery of reading and comprehension strategies, numeracy across the curriculum and the use of technology to enhance student learning. This is well supported through a diverse range of co-curricular programs for student engagement and wellbeing.

A major focus area for the school is the Compressed Curriculum Model, which compresses both the Preliminary and HSC course into one year. Three courses are completed in the first year of study and three different courses are completed in the following year.

## 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	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Empowering Students for Success

#### Purpose

All students actively engaged in learning; developing the skills which will empower them to successfully think and work creatively, collaboratively and resourcefully.

Students are able to transfer literacy and numeracy skills across a variety of contexts in order to increase their levels of understanding and engagement.

#### Improvement Measures

1. Students are able to demonstrate sustained growth in literacy and numeracy.
2. All staff are accessing professional learning opportunities focussed on literacy and numeracy initiatives and differentiation to suit the learning needs of students.
3. A demonstrated growth in student engagement in learning activities as a consequence of effective differentiation.

#### Progress towards achieving improvement measures

- Process 1:** Targeted professional learning to:
- improve the capacity of staff to identify and meet the learning needs of their students and
  - enhance staff confidence when using literacy and numeracy strategies in teaching programs.

Evaluation	Funds Expended (Resources)
There has been substantial growth in confidence of staff using literacy and numeracy strategies to meet the identified needs of students. The ongoing professional learning has enabled staff to create learning programs and differentiated experiences to assist in the explicit teaching of literacy and numeracy.	Literacy & numeracy in service training = \$3,600  Literacy & numeracy consultants meetings = \$2,800

- Process 2:** Literacy and numeracy skills are visible in classroom practice and explicitly taught by all staff in the context of their teaching and learning programs.

Evaluation	Funds Expended (Resources)
Staff have developed and embedded explicit literacy and numeracy strategies in their teaching and learning programs. These strategies have been observed in action by faculty Head Teachers and/or teaching peers. Our learning community will continue to provide further professional learning for staff to implement further literacy and numeracy strategies. Word flyers data indicated that students were highly engaged in the program and showed growth in their literacy skills.	Cost of the WordFlyers subscription for 2019 = \$1,534.76  2019 total Teacher Professional Learning (TPL) costs = \$37,788

- Process 3:** Teachers develop an understanding of how their individual students learn and differentiate teaching programs and learning experiences to cater to those learning needs.

Evaluation	Funds Expended (Resources)
Staff have developed and embedded differentiated teaching learning and assessment strategies in their teaching and learning programs. These strategies have been observed in action by faculty Head Teachers and/or teaching peers. The Learning and Support team has developed a school referral system and consequently provided expertise and support to staff in greater levels. As a result, teacher confidence has increased in their ability to the need of the students.	TPL for differentiation workshops = \$2650

## Strategic Direction 2

### Enhancing Professional Practice

#### Purpose

All teachers engage in individualised team and shared professional learning in order to further develop and implement the skills to meet teacher accreditation, the teaching standards and the School Excellence Framework across learning, teaching and leading.

Teacher skills are developed to ensure high quality, efficient and effective teacher performance that improves student outcomes.

#### Improvement Measures

1. All teaching staff accessing professional learning opportunities and accumulating evidence to validate their progress towards maintenance at Proficient, Highly Accomplished or Lead level of the National Teaching Standards.
2. Growth in student academic performance as a result of all school staff demonstrating leadership and innovative pedagogical practices.
3. Increased professional learning funding and time dedicated to development of literacy and numeracy initiatives.
4. Increased professional learning activity that fosters cross faculty exchange of ideas and induction in relation to effective classroom practice

#### Progress towards achieving improvement measures

- Process 1:** Ongoing and sustainable professional learning created through:
- Professional Learning Team to create learning opportunities to cater for individual and faculty PDP goal achievement and the diverse needs and career stages of staff.

Evaluation	Funds Expended (Resources)
Staff have continued planning, implementing and undertaking professional learning opportunities to increase their collaboration, the sharing of resources and consistency of teaching practices across the school. The school has commenced the process of implementation of Quality Teaching rounds, to provide opportunity for teacher self reflection and growth. All teaching staff have accumulated evidence to validate their progress towards maintenance of their proficiency.	Teacher Professional Learning (TPL) total = \$23,000



## Strategic Direction 3

### Valuing School Culture

#### Purpose

The development of a strong community working in a diligent and sustainable manner embedding a system of values and a culture of success.

The fostering of a whole school community, which is mutually respectful, supportive, resilient and working towards the success of our students.

#### Improvement Measures

1. Increase mental health strategies being applied on a daily basis to support a positive and constructive learning environment.
2. A measurable difference in the awareness of the community in relations to mental health and its impact on student wellbeing.
3. Increased connections with external agencies and academic partners and other organisations that enrich the school and the school community.

#### Progress towards achieving improvement measures

**Process 1:** Ongoing implementation of positive psychology initiatives that support using a range of techniques to build the affective skills of resilience, emotional intelligence and mental wellbeing.

Evaluation	Funds Expended (Resources)
Ongoing staff and student training centered around wellbeing has resulted in an observable increase in mental health strategies being applied on a daily basis the support a positive and constructive learning environment. The comprehensive approach to mental and emotional wellbeing is evident across the school community. Student support teams have worked collaboratively to strengthen the school response to identify students at risk and create plans to improve student wellbeing.	Total Wellbeing training and conferences = \$56,086  Learning and Support Team planning days cost = \$5,000

**Process 2:** Support of learning programs that enhance school harmony and tone.

Evaluation	Funds Expended (Resources)
Staff have continued to embed the Positive Behaviour for Learning (PB4L) program into daily school operations and their teaching pedagogy in order to create a safe, respectful learning environment. Students have been explicitly taught successful behaviours that enhance the school harmony and tone. The Tell Them from Me (TTFM) survey indicates that students feel valued and have a voice at school.	Total cost of PB4L events and training = \$2,000  PB4L resources purchased = \$10,000

**Process 3:** Use of external agencies and outreach programs in order to support productivity, effective communication, an inclusive community and supporting the achievement of student personal learning outcomes

Evaluation	Funds Expended (Resources)
The school has created effective links with external agencies and outreach programs to better cater to the emotional and wellbeing needs of students and families in our learning community. Both the students and their families have been responsive to the services offered, enriching the school community and improving student engagement. The CLOs have continued to create and maintain substantial links with our community.	Cost for employment of Fusion youth worker = \$22,860  Total cost of CLO employment = \$46,967

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	Total costing for the implementation of literacy strategies = \$37,788	Increased confidence of staff using the GRR and ALARM literacy strategies has resulted in literacy strategies embedded in teaching and learning programs as appropriate for classes. Stage 6 students have been explicitly taught the ALARM strategy in each of their courses studied
<b>Quality Teaching, Successful Students (QTSS)</b>	Total cost of TPL = \$37,788	Most staff have successfully created and worked towards the completion their Performance & Development Plan (PDP) for 2019. The staff's professional growth goals outlined in their PDPs were aligned with the school targets in order to build capacity to meet the learning needs of the students. Staff mentors assisted them to work through the process and set future professional goals for 2020. To further strengthen the professional growth and expertise of staff, a team has been trained in the implementation of Quality Teaching Rounds. This project will commence during 2020 and will be an ongoing commitment in our 2020–2022 School Plan.
<b>Socio–economic background</b>	Total cost of uniform support for families = \$11,807  Financial assistance waiving school charges & fees = \$35,000	The school has continued to provide uniform and financial assistance for those families occasionally experiencing financial and situational difficulties. Many families have benefited from this ongoing priority of the school, enabling students to participate more fully in learning activities, feeling comfortable and valued by our school community. Likewise the school's Yr 7 scholarship program has served to acknowledge the engagement of local school Year 6 students and helped their family's financial transition to a new school setting.
<b>Support for beginning teachers</b>	Total spent to support beginning teachers = \$39,007	Beginning teachers have continued to work towards gaining their accreditation with the support of their mentors and the Beginning Teacher coordinator. Additional staff in the school have successfully worked with Beginning Teachers as informal mentors to broaden their understanding of the functioning of the school, NESA requirements and Department of Education responsibilities.
<b>Targeted student support for refugees and new arrivals</b>	Total uniform costs provided = \$11,807  Total cost of school charges waived = \$35,500	The refugee students program has enabled the refugee students to gain experiences and understanding of Australian culture, whilst prioritising the wellbeing of the students. Ongoing education of staff and students about the needs of refugee /newly arrived students has led to a more inclusive school with more educational opportunities for students. The refugee students indicate they feel positive about their education and potential future success. The program has been a valuable contribution to the whole school culture and the individual success of our refugee students.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	0	0	0	0
Girls	487	497	480	476

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.1	90.9	92.2	87.7
8	87.2	87.4	86.9	85.5
9	87.5	87.1	89.9	82.6
10	84.2	86.2	80.6	84.2
11	85.7	83	82.2	80
12	78.7	84.5	76.5	80.4
All Years	85.7	86.4	84.6	83.4
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	12
Employment	0	0	4
TAFE entry	1	4	27
University Entry	0	0	34
Other	0	0	7
Unknown	0	0	16

A significant number of students have engaged in tertiary studies at either university and/or TAFE after graduating from Wiley Park Girls High School. Other students have sought employment in the fields of retails or service suppliers.

## Year 12 students undertaking vocational or trade training

29.88% of Year 12 students at Wiley Park Girls High School undertook vocational education and training in 2019.

## Year 12 students attaining HSC or equivalent vocational education qualification

89.9% of all Year 12 students at Wiley Park Girls High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

49 students in total undertook Vocational or Trade Training (VET) qualifications. This included 18 students in Hospitality Operations, 11 students in Retail Services and 20 students in Business Services.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	30.9
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	11.18
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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	551,326
<b>Revenue</b>	8,158,762
Appropriation	7,898,709
Sale of Goods and Services	24,330
Grants and contributions	227,531
Investment income	3,376
Other revenue	4,818
<b>Expenses</b>	-7,978,842
Employee related	-7,252,551
Operating expenses	-726,291
<b>Surplus / deficit for the year</b>	179,920

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	898,270
<b>Equity Total</b>	1,240,949
Equity - Aboriginal	978
Equity - Socio-economic	718,611
Equity - Language	232,013
Equity - Disability	289,347
<b>Base Total</b>	5,300,793
Base - Per Capita	122,218
Base - Location	0
Base - Other	5,178,575
<b>Other Total</b>	365,974
<b>Grand Total</b>	7,805,986

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.

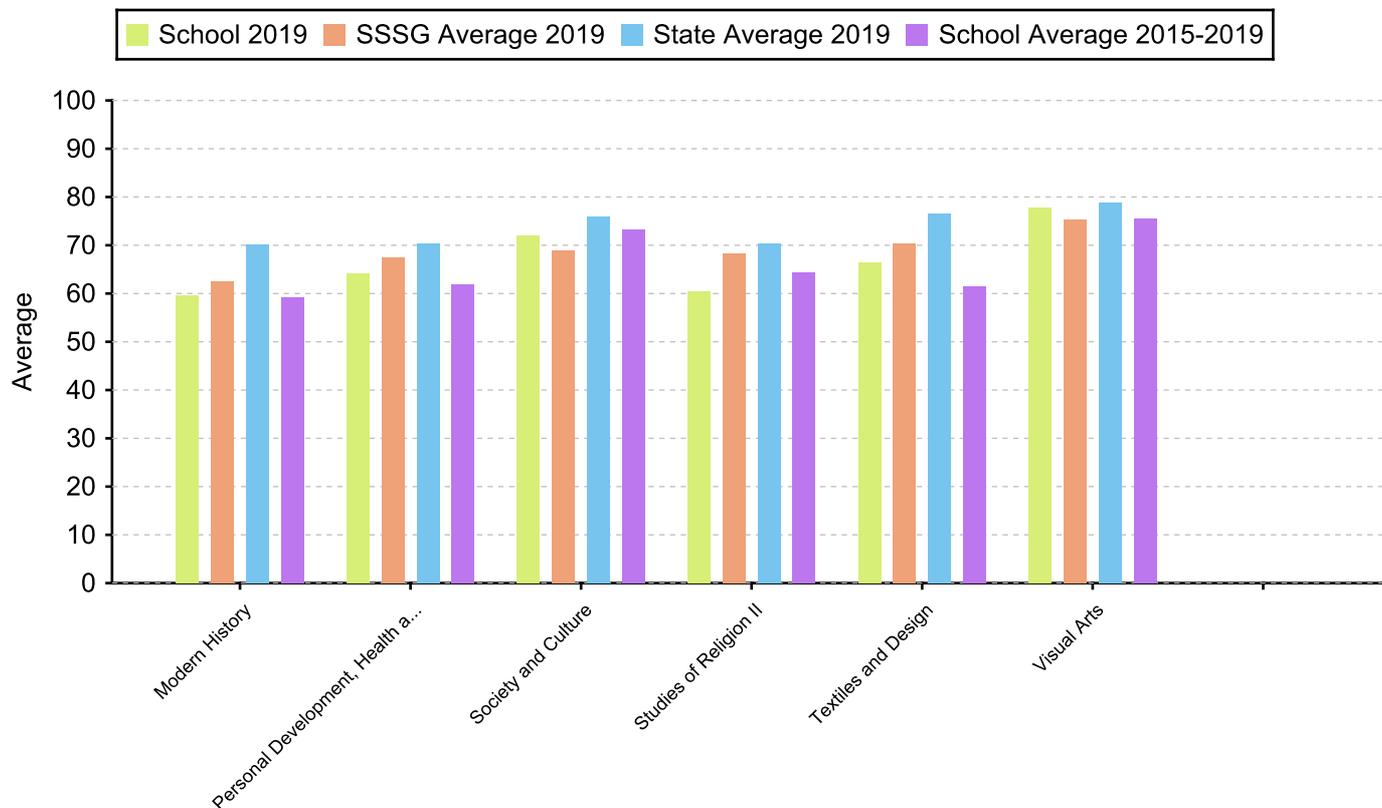
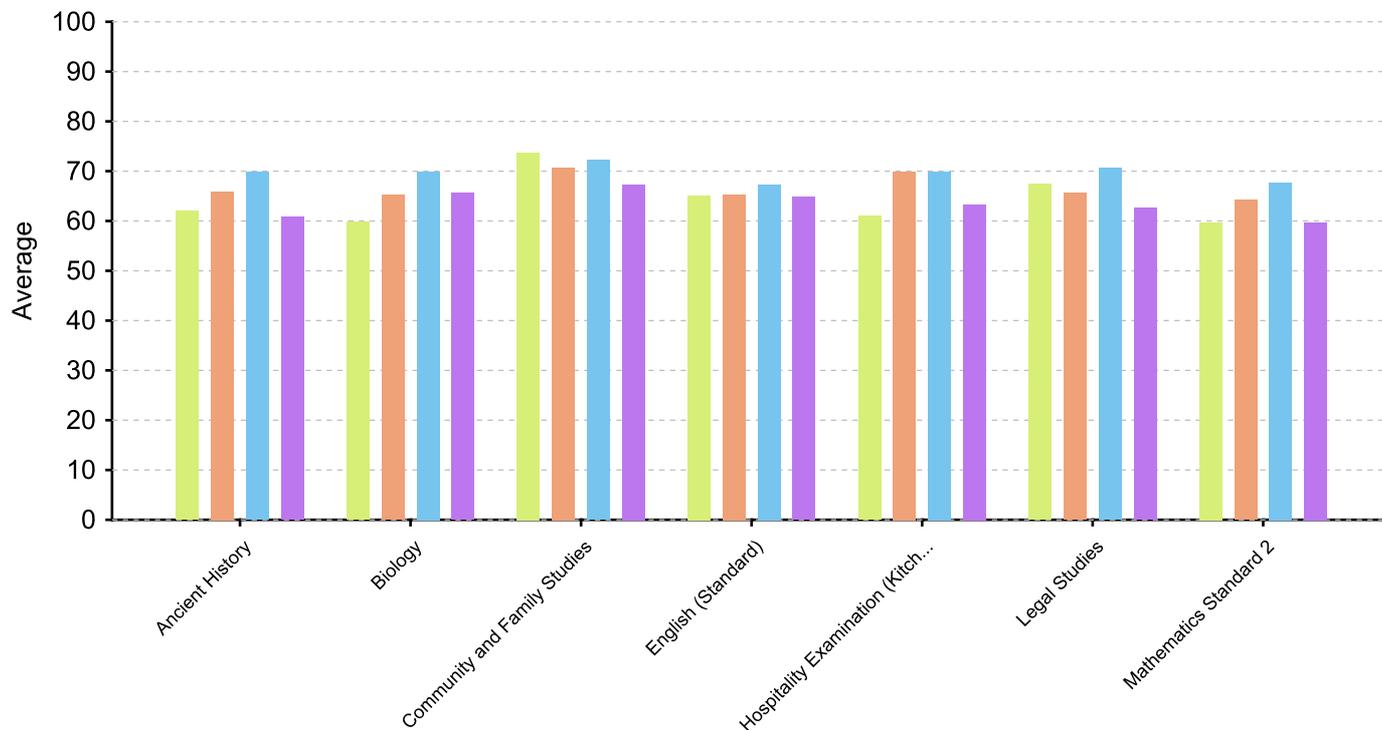
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	62.0	65.9	69.9	60.8
Biology	59.8	65.2	69.9	65.6
Community and Family Studies	73.7	70.8	72.2	67.3
English (Standard)	65.1	65.3	67.3	64.9
Hospitality Examination (Kitchen Operations and Cookery)	61.0	69.9	70.0	63.3
Legal Studies	67.4	65.7	70.6	62.6
Mathematics Standard 2	59.7	64.1	67.7	59.7
Modern History	59.6	62.5	70.2	59.2
Personal Development, Health and Physical Education	64.2	67.4	70.5	61.9
Society and Culture	72.0	69.0	75.9	73.2
Studies of Religion II	60.5	68.2	70.4	64.4
Textiles and Design	66.5	70.3	76.6	61.4
Visual Arts	77.9	75.3	78.8	75.5

## Parent/caregiver, student, teacher satisfaction

The 2019 Tell Them From Me (TTFM) survey indicated that the students believed they had positive relationships with staff and other students at Wiley Park Girls High School. They felt connected to their learning environment and indicated that staff were a positive support to their achievement of learning goals. Students believed that staff consistently provided helpful encouragement and advice and held high expectations for student success. They felt they were intellectually engaged and found their learning interesting, enjoyable and relevant.

As indicated by the survey, very few students at the school consider themselves being a victim of bullying at school. The students are aware the school has proactive wellbeing and resilience teams to assist with issues of emotional concern. Students feel they are confident to ask a member of staff to assist as an advocate if assistance was required.





## 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.