

2020 Annual Report

Wyong High School



8166

Introduction

The Annual Report for 2020 is provided to the community of Wyong High School as an account of the school's operations and achievements throughout the year.

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

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School vision

Wyong High School showcases educational excellence through ensuring all students are successful learners, confident and creative individuals, and active and informed citizens. Our staff work collaboratively to provide engaging curriculum to meet the diverse needs of all students. The school builds strong partnerships with the broader community that provides diverse support and opportunities for every student.

School context

Wyong High School has an enrolment of 750 students, including 110 Aboriginal students and 7% of students from non-English speaking backgrounds. The school features information technology selective classes and the cohort includes six Special Education support classes.

WHS has a strong and active Parent and Citizens' Association and Ngara Aboriginal Education Consultative Group that work in partnership with us to support school initiatives. We are an active member of the Wyong Learning Community, having established productive links with our partner schools and implemented initiatives of which some include: Year 6 transition, Taste of Wyong and STEM programs. The school forms part of the Lakes Trade Training Centre and offers diverse training and vocational opportunities to its students including significant linkage to university programs including the P-TECH program.

The school enjoys a mix of both highly experienced and early career teachers and seeks to give an authentic voice to Wyong High School students in the areas of school governance, teaching and learning, wellbeing, community involvement, leadership and learning environments through participation in the Central Coast Student Voice Alliance.

Wyong High school continues to focus on quality student learning outcomes in literacy, numeracy and engagement and caters for a broad range of activities including performing arts, cultural, sporting, vocational and academic pursuits. Our established positive, respectful relationships across the WLC ensure a collective commitment to ensuring quality learning outcomes for all students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	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

SUCCESSFUL, RESPECTFUL, RESPONSIBLE LEARNERS

Purpose

Students are literate, numerate, creative and productive 21st Century citizens who are respectful and responsible learners working as learning partners to achieve success.

Improvement Measures

1. Improved attendance targets across all years from 89% 2017- 90% 2018, 91% 2019 and 92% 2020
2. Growth in the top 2 Bands in NAPLAN Reading and Numeracy Year 9 from 2018 implementation phase to 14% 2019 and 16% 2020
3. Increase average HSC score from 2017 baseline which matches SSSG schools to equal or better state average performance
4. Student interest and motivation aspect of TTFM data shows an increase from 2017 baseline score of 23% to meet or exceed the NSW Government norm of 28%

Progress towards achieving improvement measures

Process 1: Data Informed Practices

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

Evaluation	Funds Expended (Resources)
<p>NAPLAN testing did not occur in 2020 due to COVID-19 and students were learning from home at the time that testing was to take place. With changes to some of our own assessment tools such as inferential comprehension assessment and the development of quality formative assessment, we have again been able to make regular, effective and accurate assessment of student learning and adapt our resources and strategies to meet their needs.</p> <p>With the absence of NAPLAN in 2020, our Year 9 cohort sat the Department of Education online Check-In Assessment test in August and our student's average numbers of correct responses in literacy was above SSSG like schools and matched all schools state average. The cohort matched SSSG like schools for number of correct answers when compared to SSSG schools in numeracy. These results are affirmation that the work to improve student literacy and numeracy outcomes is making a difference.</p> <p>We have had a focus working towards targets in our school plan to "Increase average HSC score from 2017 baseline which matches SSSG schools to equal or better state average performance". Of the HSC courses on offer in 2020 that we have historical data, a significant number of courses are at or above SSSG average and those still needing to be improved have identified extended writing as an area for development..</p> <p>The use of data in teaching and data use in planning will continue to be a focus in the next school plan as will ensuring teachers clearly understand and develop a full range of assessment strategies and use them to determine teaching directions and assessing progress and reflecting on teaching practice. There also will be continued opportunities for teachers to collaborate on lesson design and provide feedback through supportive peer observations.</p> <p>A structured assessment schedule is in place known as Assessment Block Out Weeks. This is to support students to complete tasks to the best of their</p>	<p>High Impact and Formative Assessment with support from Curriculum Advisory team.</p> <p>TTFM survey for student engagement and parent satisfaction surveys. RAM funded Head Teacher Wellbeing higher duties role \$33937 and SMS notification \$5000 approximately. SASS support for phone intervention program to follow up on student absences..</p> <p>Teacher professional learning funds to support head teachers and teachers to access data for informed practice.</p> <p>Equity funding for faculty and team resources including release to develop whole school literacy, numeracy, AVID and IT strategies shared on SDDs and team / faculty meetings.</p>

Progress towards achieving improvement measures

ability. This initiative needs to be taken to the next level with differentiation and high expectations.

Attendance data measured by Sentral is again tracking below targeted improvement measures. Structures and processes to support improved attendance with additional support have been streamlined with increased school resources provided to support individual students at high risk. Our involvement in the Phone Intervention Program and regular interaction with our HSLO to target low attenders is an ongoing need. There now, also, has been an identified need to shift focus and move students in the 80% attendance brackets to the 90% attendance brackets. This is an area of high expectations that will support improvement in student learning outcomes.

Process 2: Collaborative Practice

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

Evaluation	Funds Expended (Resources)
<p>The school's participation in the Stage 6 Numeracy Pilot, Best Start Year 7, Year 9 Check In Assessment linked to PLAN2 and Learning Progressions has resulted in number of valuable exposures and insights that have shaped future directions for literacy and numeracy at Wyong High School. A submission to school executive and finance teams for targeted numeracy initiatives backed by data driven evidence has led to 6 period allocation in 2021 to be paid out of equity funding. This role will support the implementation of numeracy strategies across the whole school but aligned to each specific subject syllabus.</p> <p>TTFM surveys reported students feeling expectations for success as tracking below SSSG and there needs to be a focus area for improvement on this. These findings are consistent with other student, staff and community surveys conducted internally in 2020. Student sense of belonging and advocacy at school has been tracked at or just below SSSG average over the last three years. A focus in 2020 has been to target student disengagement. The AVID Essential Question and High Impact Feedback "learning intention" and student feedback has focused on assisting students to know what and why they are learning. The relevance of what students are learning and how they are able to improve their learning with review of formative and summative feedback will be a continued focus for the school.</p>	<p>Equity and Teacher Professional Learning funds to support AVID, EDVAL, SENTRAL and PIPS. Teacher Professional Learning to support teachers with their Professional Development Plan aligned to school, faculty and personal goals.</p>

Strategic Direction 2

EXCELLENCE IN EDUCATION

Purpose

All teachers have the capacity to implement a collaborative and engaging curriculum to meet the diverse needs of all students.

Improvement Measures

1. Staff collaboration TTFM data shows an increase from 2016 baseline score of 7.4 to meet or exceed the NSW Government norm thus supporting innovative and collaborative practices to improve learning outcomes for all students
2. By 2020 the Year 7-9 NAPLAN school value added baseline score of 34.7 is increased to the minimum score of 40.0
3. By 2020 the Year 9-12 school value added baseline score of 23.4 is increased to the minimum score of 25.0

Progress towards achieving improvement measures

Process 1: Data Informed Practices

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

Evaluation	Funds Expended (Resources)
<p>Recent TTFM staff data has shown the school has met the current school plan target for collaborative practice having moved in recent years from score of 7.4 to now 8.0 and above state average. Internal staff surveys in 2020 also strongly support the school as still meeting this target as do recent People Matters survey results.. This effective collaboration and focus on Formative Assessment has been shown through a targeted and comprehensive staff survey at the end of the year in 2020 where most teachers feel students now respond to teacher feedback rather than the feedback itself. Teachers praise student effort rather than ability and students are provided with opportunities to respond to feedback and act on it. Staff have also responded to a survey indicating that two thirds of them feel a strong capacity and frequently give balanced written feedback to students through assessment.</p> <p>Using data in teaching and data use in planning will also be a continued focus in the next school planning cycle. Professional learning will be targeted, ensuring teachers clearly understand and develop a full range of assessment strategies and use them to determine teaching directions and assessing progress and reflecting on teaching practice. We need to continue to provide opportunities for teachers to collaborate on lesson design and provide feedback through supportive peer observations as this approach has been highly regarded by teachers across all faculties..</p>	<p>RAM funded additional teacher to facilitate a Year 7 and 8 Adjusted Curriculum class built into staffing allocation with intensive literacy and numeracy support guided by LAST and HT T&L. Ed Service team supported TPL for Formative Assessment, the AVID program and P-TECH.</p> <p>RAM Equity for 0.15 FTE teacher release in 2020 for Numeracy and Literacy initiatives to assist students to meet National Standards and qualify for HSC at completion of Year 12. Numeracy coordinator \$16000 to oversee whole school implementation of numeracy strategies. funded through equity.</p>

Process 2: Collaborative Practice

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

Evaluation	Funds Expended (Resources)
A review of team structure in line with promoting cross KLA collaboration and	Teacher Professional Learning funds

Progress towards achieving improvement measures

evaluation of practice led to further changes in 2020. We moved away from the previous literacy, numeracy, IT and AVID teams established earlier in the school plan to enable a focus on Formative Assessment supported by our current AVID whole school focus. The school initiative of embedding Formative Assessment was enhanced by engagement with the High Impact curriculum support team to further embed practice in 2020. These teacher professional learning communities across all faculties established back in 2018 continued operating with developed and agreed meeting protocols for team structure throughout 2020. Each team having cross faculty representation developed strategies taken back to faculty for collaboration and sharing. Non-positional leaders are leading these teams as per Dylan Willam's research. All strategies developed at team meetings are shared and implemented at faculty level to address NAPLAN and HSC data for targeted improvement. Senior Executive met with all Head Teachers and a faculty representative to analyse strengths and weaknesses in monitoring and changes were made at individual faculty level. Programs were improved in many faculties to include more specific recording of adjustments and use of formative assessment in the feedback process. An identified need for a Head Teacher for all KLA's further evidenced through curriculum and monitoring led to school discussion and agreed support of a Head Teacher PDHPE, school funded.

A positive from our cross-faculty team structure led by classroom teachers and not executive is that this supportive structure including collaborative planning of lessons, peer feedback and sharing has created a culture of collaboration and sharing across the entire school and across all faculties. Staff surveyed at the end of the year have shown that most teachers feel students now respond to teacher feedback and act on it to improve their own learning. They praise student effort and students are provided with multiple opportunities to respond to the feedback and act on it. Staff through survey are indicating that they now feel they have greater capacity to give balanced written feedback on assessment.

The school is delivering in student performance measures and data skills and use for the past 2 years. Although a school focus this year, the assessment data has been identified as not being used consistently across the school to inform teaching with effective feedback to students. There has been a shift with this in 2020 through the High Impact program and this needs to be continually evaluated throughout 2021 via internal and external data such as staff surveys evaluating team structure delivery of professional learning. Data use in teaching and data use in planning have been highlighted as areas for further focus and development at faculty and teacher level.

Within the School Excellence Framework and the domain of learning, elements of learning culture and high expectations will remain a focus as we move into the next school planning cycle. In the area of curriculum, teaching and learning programs with differentiation will also continue to be a focus as will a whole school approach to literacy and numeracy to achieve school targets. There will be a clear focus on assessment and improving student performance data particularly in growth and value added as target areas.

\$33937 from RAM Equity for appointment of an additional Head Teacher to the PDHPE approved by Executive, finance and P&C. This position is targeting improved T&L of students and to monitor accountability and improve programming and implementation of school strategic directions.

Strategic Direction 3

SUCCESSFUL AND PRODUCTIVE PARTNERSHIPS

Purpose

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

Improvement Measures

1. Parents feel welcome aspect of TTFM data shows an increase from 2017 baseline score of 6.3 to meet or exceed the NSW Government norm of 7.4 with increased parental and community interaction at school based events
2. Increased opportunities for students to have active partnerships and pathway options with community, educational providers, industry and business partners
3. Parents are informed two-way communication with parents aspect of TTFM data shows an increase from 2017 baseline score of 6.0 to meet or exceed the NSW Government norm of 6.6

Progress towards achieving improvement measures

Process 1: Data Informed Practices

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

Evaluation	Funds Expended (Resources)
<p>Parent and community feedback through surveys have shown a high level of satisfaction with the school's communication and support for our students and families. Parents have indicated that they feel welcome and this was a target in the outgoing school plan. A common theme in staff and parent surveys was the need to continually build aspirations and lift expectation. Surveys conducted throughout 2020 has shown the Creating Chances, P-TECH and AVID programs have again been highly valued by students, staff and community as vehicles to support the school focus on lifting student engagement and aspirations. The increased opportunities for students through such programs having active partnerships with community industry, educational providers and business partners has led to an increased student participation in all aspects of school. As has the expertise of Career and Transition Adviser who has overseen mentoring in the Futures Program in 2019 and into 2020. A Creating Chances Champions Program Report summary of outcomes commissioned within the current school planning cycle saw a 19% increase in optimism, 13% reduction in peer problems, 21% improvement in attitude towards school and a 25% increase in resilience among participants. The building of partnerships with UoN, IBM, Sanitarium and MARS, as local industry through the establish P-TECH program with mentoring and pathway opportunities in STEM within this school planning cycle has seen over 300 students across years 9, 10 and 11 access the program. P-TECH subjects built into curriculum with a strong number of students in Year 10 and 11 ITD Cert 3 and Food Science courses which are now embedded in the curriculum to meet local industry needs. School communication processes have been reviewed and improved. The interruptions to the mentoring program caused by COVID-19 restrictions saw other opportunities develop such as online mentoring for our students. This in itself generated increased access where students were not limited by distance and time frames. Some of these online practices will continue beyond the pandemic.</p> <p>The focus within this school plan to ensure parents are informed, with two-way communication had already met the target with parents aspect of TTFM data shows an increase from 2017 baseline score of 6.0 to 6.4 and tracking towards the NSW Government norm of 6.6. There have been areas identified</p>	<p>P-TECH STEM elective established as part of P-TECH. Building partnerships with UoN, IBM, Sanitarium and MARS, as local industry, to establish P-TECH mentorship program and pathway opportunities for STEM students. \$40000 funding sourced externally for the Industry Liaison Officer position and \$15000 STEM resources also externally funded.</p> <p>\$14000 Equity funding for the Creating Chances program.</p>

Progress towards achieving improvement measures

for improvement including an approach to manage the distraction of mobile phones in the classroom which impedes high expectations and learning. The need for greater access to parent portal, improved wearing of uniform and greater explanation to students and families of the award system has also been identified.

Process 2: Collaborative Practice

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

Evaluation	Funds Expended (Resources)
<p>Even with the difficulties of navigating the restrictions caused by COVID-19, 2020 saw continued and sustained partnerships developed and initiated and in particular with links to local businesses to provide increased employment-based opportunities for students. The Career and Transition Adviser position has enhanced these opportunities through participation in programs. New employers initiated (some will be ongoing) for School Based Apprenticeship and Traineeships. New companies taking on work experience which led to full time employment. Continued collaboration with Transition to Work Providers, Central Coast Group Training, participation in the Central Coast Skills taskforce, Yes Program through TAFE NSW, Apprenticeships R Us and Oasis Centre's Reach for Training.</p> <p>The school P&C membership and regular attendance at meetings had been strong in recent years with a minimum of 16 members from parents/carers and community at any given meeting. The COVID-19 has however, severely disrupted this momentum with restrictions and health guidelines preventing the meetings face to face for most of the year. The Wyong High School P&C still however had a strong involvement with the school with representation on the finance committee and overseeing many of the school's responses to supporting learning from home during lock down. The P&C approved the purchase of 73 school laptops ensuring every student had technology access at home.</p> <p>The Head Teacher Wellbeing position funded by Equity again oversaw many programs and conducted a weekly data analysis reviewing and publishing student attendance and engagement to all school staff and shared at Monday morning assembly with students.</p> <p>Wyong High School is home to 115 Aboriginal students. Throughout 2020 the school has achieved some exceptional results and made strong community connections. The use of local services, community member involvement along with highly committed staff has ensured all students have had an opportunity to achieve their personal best in what has been a difficult year.</p> <p>Consistent staff and community support, saw an increase of Aboriginal and Torres Strait Islander students completing their HSC in 2020. Not only did they complete their HSC but many also completed School based apprenticeships and traineeships and have been awarded University scholarships and placements for 2021.</p> <p>The school undertook whole school professional development on Country in 2020 and built an Aboriginal well-being garden in consultation with community along with engaged service providers to deliver cultural programs to students building cultural knowledge, awareness and pride in their Aboriginality.</p> <p>Wyong High School has had an outstanding year where staff, Aboriginal students and community have work exceptionally hard to ensure students stayed engaged, been successful and ensure Aboriginal education is everyone business. Wyong High School received the prestigious state Nanga</p>	<p>Externally funded program with \$40000 resources.</p>

Progress towards achieving improvement measures

Mai Award for Outstanding School and Community Partnership in recognition of the work in this area.	
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Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	N/A	N/A
Socio-economic background	\$712,959	<p>Head Teacher Student Wellbeing - to support improved student attendance data, implementation of PBL, student wellbeing initiatives, improve communication with parent/caregivers, improved attendance measured by Sentral data.</p> <p>Head Teacher PDHPE - \$33,937</p> <p>Business Manager - Ensure departmental policy compliance and support teacher time in curriculum, face to face teaching, improve communication with parent/caregivers \$81,602</p> <p>Numeracy Co-Ordinator and student Mathematics program \$20,000</p> <p>Additional SAS staff to support the running of additional elective classes for students \$53,101</p> <p>Edval/Sentral/Skoolbag app - for timetabling, student attendance, data analysis, tracking and evaluating milestones, engaging community and school partners, effectively support communication with parents in the community \$18,500</p> <p>Student Voice - Working partnership with students to identify student needs and give students a voice.</p> <p>Instructional leadership opportunities to facilitate staff to actively engage in the development of their PDP and work towards achieving identified goals to ensure ongoing improvement.</p> <p>Upgrade of classroom furniture to create 21st century learning spaces that encourage student collaboration and engagement \$22,000</p> <p>Financial assistance provided to students for selected school initiatives</p> <p>Purchase of new technology and STEM resources for improved access to technology and online learning resources for students and staff, Improving student cultural awareness \$70,000</p> <p>Purchase of laptops to support students whilst learning from home \$72,000</p> <p>Participation of staff members in AVID professional learning online</p> <p>Teaching and learning programs that are responsive to student needs and incorporate literacy, numeracy, AVID and technology to</p>

Socio-economic background	\$712,959	<p>empower student learning as evidenced in all programs.</p> <p>All teaching staff contribute to school improvement and implement agreed strategies at faculty level to address school priority areas</p> <p>Development of programs to improve student writing, enquiry, collaboration, organisation and reading skills aligned to Bump it Up initiative.</p> <p>Student wellbeing programs including Seasons for Growth and anti-bullying initiatives.</p> <p>Provide staff with opportunities for additional professional development to ensure ongoing improvement in teaching practices and work towards PDPs.</p>
Support for beginning teachers	\$28,962	Additional release time allocated throughout the full year to allow extra preparation and programming time and opportunities for one on one mentoring.
Targeted student support for refugees and new arrivals		Not applicable.
Aboriginal background loading	\$113,823	<p>1.0 FTE Aboriginal Education Officer</p> <p>0.3 FTE Teacher - working in tutoring groups and one-on-one with students to improve student literacy, numeracy and completion and submission of assessment tasks. Encourage students to recognise and respect cultural identity and diversity.</p> <p>Aboriginal and Torres Strait Islander students participated in a Personalised Learning Pathway (PLP) Mentoring Program to support their learning, social and cultural needs. We have seen significant improvements in student engagement, outcomes and identity through this program and we look forward to continuing to see growth in our students throughout the 2020 school year.</p>
English language proficiency	\$12,375	All ESL students have access to ESL teacher one day a week to support with learning as well as ESL supporting teachers with adjusted strategies.
Low level adjustment for disability	\$277,166	<p>1.0 FTE Teaching and Learning Head teacher and 0.6 FTE Learning and Support teacher to support students with a disability in mainstream enrolment.</p> <p>Engagement of school learning support officers to work with individual students in mainstream classes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	402	404	391	420
Girls	338	335	347	350

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.2	90.8	88.4	89.5
8	89.3	86.5	86.3	87.4
9	89.4	81.8	84.2	84
10	86.6	86.8	84	83.8
11	85.8	83.3	84.9	81.6
12	88.9	84.6	82.3	85.8
All Years	88.8	85.7	85.2	85.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	3.3
Employment	0	0	20
TAFE entry	0	0	11.7
University Entry	0	0	33.3
Other	0	0	28.4
Unknown	0	0	3.3

* Apprenticeships include: Electrician (1), Carpenter, (1), Diesel Mechanic (1), Glazier (1), Trade Unknown (1).

**Traineeships include: Child Care (2), Nursing (2), Vet Nursing (1).

Year 12 students undertaking vocational or trade training

58.00% of Year 12 students at Wyong High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

87.7% of all Year 12 students at Wyong High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Students who have chosen a career path incorporating one of their School Based Vocational subjects are as follows:

Construction - 1.7% - Carpentry.

Hospitality - 3.4% - Barman, Dine-In Restaurant Management.

SBAT - 5% - Nursing, Diesel Mechanic.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	46.4
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2.6
School Administration and Support Staff	17.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	863,015
Revenue	11,665,952
Appropriation	11,520,120
Sale of Goods and Services	45,017
Grants and contributions	98,637
Investment income	2,179
Expenses	-11,364,659
Employee related	-10,336,988
Operating expenses	-1,027,671
Surplus / deficit for the year	301,294
Closing Balance	1,164,309

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

Surplus funds from 2020 are earmarked for the development of new programs and additional staffing to support students in 2021.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	368,872
Equity Total	1,116,323
Equity - Aboriginal	113,823
Equity - Socio-economic	712,959
Equity - Language	12,375
Equity - Disability	277,166
Base Total	8,822,265
Base - Per Capita	189,368
Base - Location	0
Base - Other	8,632,897
Other Total	699,010
Grand Total	11,006,470

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

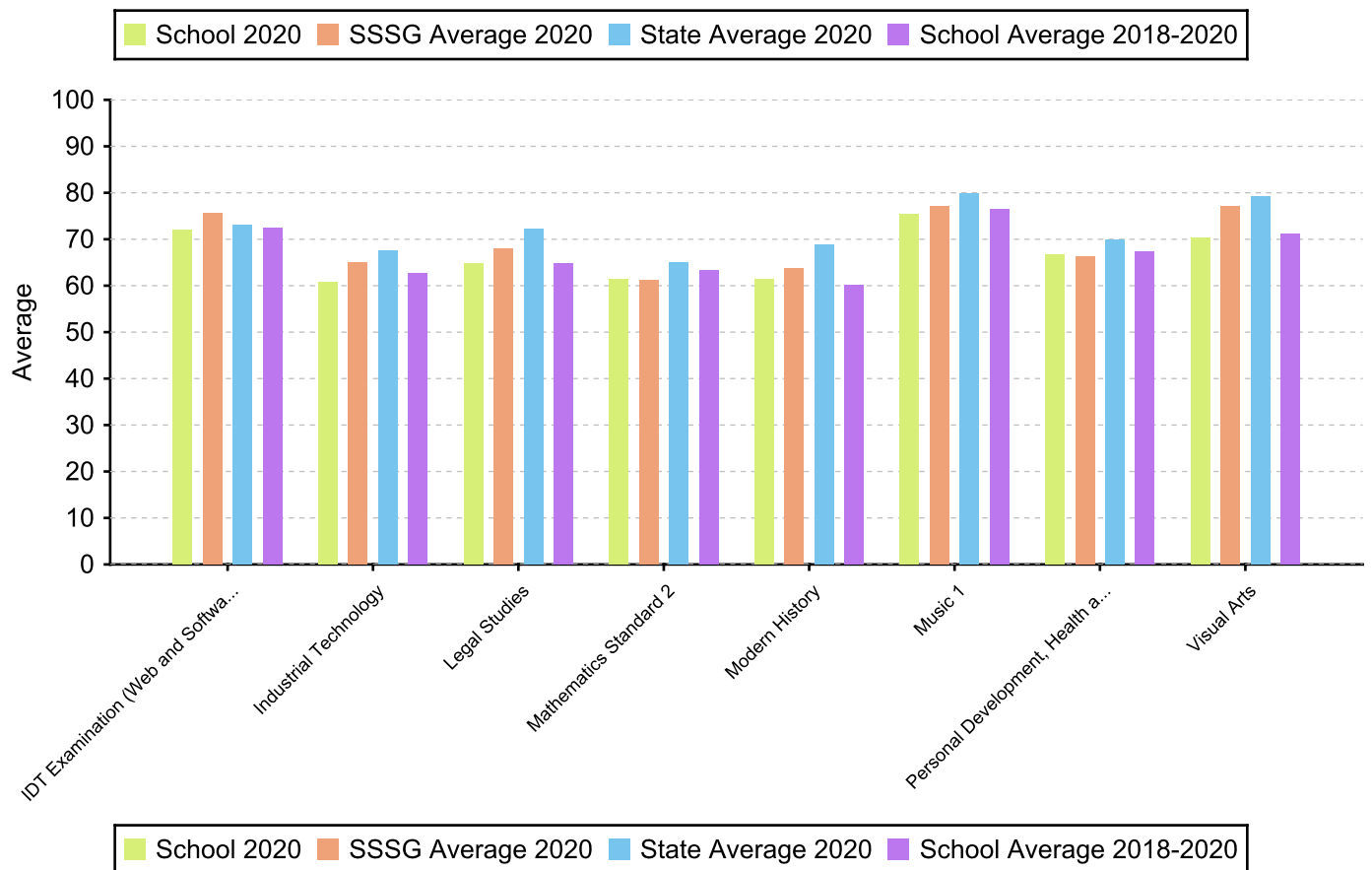
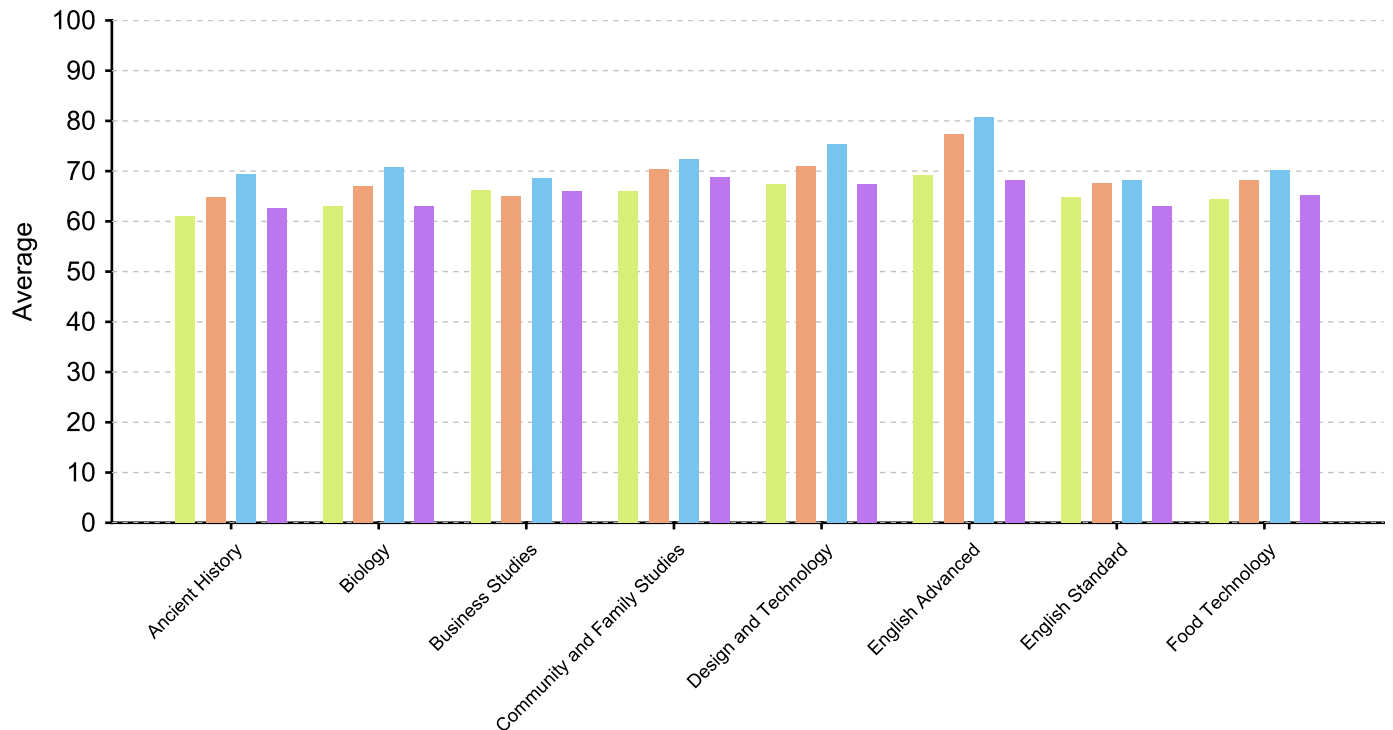
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

NAPLAN did not proceed in 2020 for any students. This decision was been taken by the Australian Education Council because the COVID-19 virus may have impacted on the delivery of NAPLAN testing, including the operation of centralised marking centres and the implications for nationally comparable data as an insufficient number of students were unable to do the test.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	61.1	64.7	69.4	62.6
Biology	63.1	67.0	70.8	62.9
Business Studies	66.1	65.0	68.6	66.0
Community and Family Studies	65.9	70.4	72.4	68.7
Design and Technology	67.4	71.0	75.4	67.4
English Advanced	69.2	77.4	80.8	68.2
English Standard	64.7	67.5	68.1	63.0
Food Technology	64.5	68.1	70.2	65.2
IDT Examination (Web and Software Applications)	71.9	75.6	73.1	72.5
Industrial Technology	60.7	64.9	67.5	62.6
Legal Studies	64.8	67.9	72.1	64.9
Mathematics Standard 2	61.4	61.3	64.9	63.3
Modern History	61.4	63.8	68.9	60.1
Music 1	75.4	77.0	79.8	76.6
Personal Development, Health and Physical Education	66.8	66.4	69.9	67.4
Visual Arts	70.3	77.1	79.2	71.1

2020 HSC results showed improvement on past years with a trending pattern of increased band 5 results and decreasing numbers in lower bands. The school executive team analysed the HSC data and identified the need to support student learning in extended writing response questions. This aligns with the focus within the strategic school plan to build student performance in writing from Stages 4 and 5. Many of the subjects have achieved or are working towards the current school plan target with 18 out of 28 subject s in 2019 having an average score close to or better than state for SSSG schools.

Parent/caregiver, student, teacher satisfaction

A positive impact from our cross-faculty team structure led by classroom teachers and not executive is that this supportive structure including collaborative planning of lessons, peer feedback and sharing has created a culture of collaboration and sharing across the entire school and across all key learning areas. Parent feedback surveys have shown high level of satisfaction with the school's communication and support for our students and families. Parents have indicated that they feel welcome and this was a target in the outgoing school plan. A common theme in staff and parent surveys was the need to continually build aspirations and lift expectation. The Creating Chances, P-TECH and AVID programs have continually been identified as vehicles to support this. These programs have surveyed well with students, staff and parents. There have been areas identified for improvement including an approach to manage the distraction of mobile phones in the classroom which impedes high expectations and learning. The need for greater access to parent portal, improved wearing of uniform and greater explanation to students and families of the award system has also been identified.

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.

Wyong High School acknowledges that our school is on lands traditionally held by the Darkinjung people. We pay our respect to the elders past and present and pay tribute to the youth, who will become future leaders.

Wyong High School has an enrolment of 98 Aboriginal and Torres Strait Islander students. In 2020, the school worked with the Ngara AECG, members of the local community and service providers in order to provide quality educational opportunities for our students and professional development for our teachers.

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

The AEO continued to support our Aboriginal and Torres Strait Islander students with attendance, welfare, leadership and cultural understanding.

Due to COVID students were restricted in what programs they were able to participate in during 2020. Limited programs ran throughout the year with Universities, council and organisations adhering to COVID safe plans. Annual camps, programs and excursions were all withdrawn. During online learning all Aboriginal and Torres Strait Islander students had access to the cultural google classroom where daily cultural activities and learning support were offered.

Unfortunately the annual Ngara Aboriginal Assembly of Excellence could not take place in 2020, however, students were recognised at their own school assemblies. Students were recognised for their work throughout the difficult year it was. Throughout the year the Ngara message stick made its way around all the schools in the Ngara AECG catchment.

Funding was used to employ a tutor to assist students with assessment tasks along with providing help with course content.

Despite 2020 being one of the most difficult years for educational settings Wyong High School had the most successful year of Aboriginal and Torres Strait Islander students completing their HSC. Not only did a greater number of students complete their HSC, their results gained many higher education placements in a variety of fields. Every Year 12 student had a pathway into either University, TAFE, Full Time Work or Traineeship. Many of the Year 12 students also successfully completed their SBAT Traineeships in 2020.

Personalised Learning Plans (PLPs) were completed through a mentoring program whereby all Aboriginal and Torres Strait Islanders were supported by staff mentors to develop individualised learning goals. This process has improved relationships between students, staff and parents/carers.

Other programs conducted in 2020 included The Young Men's program, School Based Aboriginal Mentoring program, support for students from Wyong Youth Health and school based apprenticeship opportunities for students from Central Coast Health and major banks. A number of student engaged with the NRL School to Work program. This program provide pathways into employment post school. The University of Newcastle continue to provide students with opportunities hosting careers days and programs late in 2020 and throughout the holidays for the Year 12 students.

Anti-Racism Policy

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

A fully qualified teacher acts as Anti-Racism Coordinator (ARCO). She encourages students across the school to be accepting and supportive of other cultures and supports students as needed.

Multicultural Education Policy

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

Wyong High School continues to provide initiatives and programs geared towards promoting student knowledge, skills, understanding and attitudes towards a Culturally and Linguistically Diverse (CALD) society.

The Multicultural Education Program at Wyong High School included:

Society and Culture, a stage 6 course which undertakes a unit on Intercultural Communication as well as depth studies on other cultures including Vietnam and Iran. This involves a study of culture, values and foods.

Our CAPA faculty continues to examine man-made marks in Visual Arts. This involves studying cultures and journeys culminating in an expression of student understanding through their practical designs.

Hospitality courses in stage 5 and 6 offered a wide range of multicultural recipes and food preparation techniques. This explored the changing food habits in Australia and the impact of Aboriginal and multicultural menus on our dining habits.

Child Studies continues to incorporate Aboriginal Perspectives in a unit on Children's Entertainment this incorporated Aboriginal stories and symbols

Year 10 students studied food equity across different cultures in Australia and overseas.

In Languages other than English (LOTE), students studied Spanish. They were afforded opportunities to learn about Spanish culture and eat Spanish foods.