

# 2020 Annual Report

## Wyndham College



8277

## Introduction

The Annual Report for 2020 is provided to the community of Wyndham College 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

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## School vision

At Wyndham College, we work in partnership with the whole school community to create a safe supportive environment which will challenge and enable all students to identify and move towards reaching their potential.

Our legacy will be the nurturing of young adults who have developed a love of learning, a suite of skills, a global outlook and a willingness to constructively participate in the wider community.

## School context

Wyndham College provides a range of educational options for Stage 6 students. Wyndham offers a broad range of senior curriculum, supported by an extensive student support program.

Wyndham College is located in Quakers Hill on the Nirimba Education Precinct, and is a comprehensive senior high school and draws students from the three 7-10 schools within the Nirimba Collegiate (Quakers Hill, Riverstone and Seven Hills High Schools). Wyndham College, with its reputation for the provision of high quality education, attracts a significant number of students from non-government schools.

In 2020, there were over 630 students enrolled at Wyndham College.

Of these, approximately 6% students identified as Aboriginal and Torres Strait Islanders

Wyndham College partners within the Nirimba Education Precinct are: Western Sydney University-The College Nirimba Campus, Western Sydney Institute of TAFE (Nirimba College) and the Catholic Education Office Parramatta Diocese (St John Paul II Catholic College).

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

## Strategic Direction 1

Quality educational practices

### Purpose

Provide a high standard of education through innovative pedagogy, student engagement and quality teaching that enables all learners to succeed.

### Improvement Measures

Improved student engagement is reflected in improved attendance, increased retention rates and improved value added in courses.

Students requiring differentiation are identified and have a learning plan/pathway that are accessible to all staff.

Data analysis is used to inform improved educational practices.

Data will identify improved numeracy and literacy educational practices

### Progress towards achieving improvement measures

#### Process 1: All staff will:

Use data to reflect on their own and others' teaching practice to identify best practice and areas for improvement

| Evaluation                      | Funds Expended (Resources)                           |
|---------------------------------|--|
| Analyse and review HSC results. | Results Analysis Package (RAP), SMART Data and SCOUT |

#### Process 2: Engage in collaborative planning to differentiate teaching programs and resources

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| Each faculty to develop targeted programs to address area/s identified as concerns. Successes measured by improved data, and to be celebrated. | School development days, School based professional learning and Teacher Identified Professional Learning (TIPL) all supported by Teacher Professional Learning (TPL) and the Resource Allocation Model (RAM) funding. |

#### Process 3: Build student capacity to become self-directed and independent learners

| Evaluation   | Funds Expended (Resources)                     |
|--|--|
| Innovative teaching practices embedded into teaching programs. | Faculty program days to review implementation. |

#### Process 4: Implement the NESA changes for 2018-Teacher accreditation, implement new syllabuses and Implement new assessment requirements.

| Evaluation                           | Funds Expended (Resources)    |
|--------------------------------------|-------------------------------|
| My Professional Learning (MyPL) data | Teacher Professional Learning |

#### Process 5: Wyndham College will:

Provide alternative enrichment and innovative curriculum initiatives to meet student needs. This might

## Progress towards achieving improvement measures

**Process 5:** include:

- \* STEM
- \* Trade-School
- \* Build-a-Bike course
- \* Platinum class

| Evaluation                       | Funds Expended (Resources) |
|----------------------------------|----------------------------|
| Student engagement and feedback. | Selected staff.            |

**Process 6:** Provide 'A Learning and Responding Matrix' (ALARM) Cross curricular **literacy** program

Re-engage MAGIC-(*Meaning, Attack, Generate, Interpret, Communicate*) Cross curricular **numeracy** program

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| Students embed the use ALARM and MAGIC strategies in extended responses. | Teaching Staff             |

**Process 7:** Provide transition planning and careers advice, exit meetings and post school destination surveys

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| Teaching staff, Learning and Support Teacher (LaST) and Student Learning and Support Officer's (SLSO's) | Teaching staff, Learning and Support Teacher (LaST) and Student Learning and Support Officer's (SLSO's) |

## Strategic Direction 2

Leading, learning and connecting

### Purpose

Provide a culture of learning and development, which enhances pedagogical skills, leadership experiences and connections within and beyond the college.

### Improvement Measures

All staff will engage in professional learning and are successful in achieving and maintaining their accreditation.

Increased number of students involved in student leadership programs.

Monitor Performance and Development Plans for all staff which build capacity across all aspects of professional practice.

### Progress towards achieving improvement measures

**Process 1:** How do we do it and how will we know?

Induction and mentoring of teachers new to Wyndham College.

| Evaluation                             | Funds Expended (Resources)  |
|--|---|
| Executive PDP meetings with Principal. | Staff, Faculty and Professional Learning meetings; Professional Learning Team; Informal conversations |

**Process 2:** Teachers share curriculum and corporate knowledge

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| MyPL data; Review of teaching and learning programs and assessment | MyPL; School based professional learning; Teacher identified professional learning; Faculty meetings and planning days. |

**Process 3:** Staff will engage in professional learning based on their Performance and Development Plan

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| Individual teacher analysis of student's HSC results completed using RAP & SCOUT data; Review of teaching and learning programs, assessment and teaching strategies and resources. Head Teachers to prepare reports to summarize HSC analysis to present at Executive Conference in March 2020, postponed due to COVID-19 restrictions. | RAP and SCOUT data for HSC Analysis; Faculty dialogue based on all data analysis. |

**Process 4:** Develop strategies to ensure greater involvement of students in leadership programs. These may include:

- \* SRC
- \* Peer Counsellors
- \* MUNA
- \* UBS Young Women's Leadership Academy

## Progress towards achieving improvement measures

### Process 4:

\* UBS Finance Academy

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| Experience shared with SRC; Students involved in a range of leadership opportunities | SRC Coordinators and Executive Team; Teacher and Program Coordinators |

### Process 5: All staff and students will be immersed in the 'Be You' Wellbeing Program

| Evaluation  | Funds Expended (Resources)                                  |
|---|---|
| Delayed due to COVID-19 Professional Learning constraints | 'Be You' Wellbeing Program ; Wellbeing Team; Staff meetings |

### Process 6: Select and implement the use of appropriate technologies for staff and students

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| MyPL data; Sentral Resource Booking data reviewed | Professional learning opportunities; Technology support staff; Technology Team |

### Process 7: Create STEM opportunities for staff and students

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| Student participation in clubs; Reports published in Wyndham Whispers and on the college website and Facebook page | School Development Days; STEM Coordinator; Teaching staff and Program Coordinators; Head Teacher Secondary Studies; Precinct Committees and Working Groups |

### Process 8: Create an e-P&C to increase parental involvement

| Evaluation  | Funds Expended (Resources)                        |
|---|---|
| Communication between parents and Wyndham College staff; Resourcing decisions made based on community consultation. | Wyndham College staff; Friends Of Wyndham members |

### Strategic Direction 3

Holistic development of students

#### Purpose

Provide an inclusive, holistic educational environment to enhance student development as independent, resilient learners and citizens.

#### Improvement Measures

All staff and students are engaged in the *'Be You' Wellbeing Program*.

Greater involvement of students in the opportunities and events provided by the College.

Students successfully transition to employment or further education at the conclusion of secondary education.

#### Progress towards achieving improvement measures

##### Process 1: How do we do it and how will we know?

Wyndham College will continue to offer opportunities for student participation in activities and events  
This might include:

- \* SRC
- \* Peer Counselling
- \* Australian Indigenous Mentoring Program (AIME)
- \* Goal Hub
- \* School Representative Sport
- \* Student Clubs
- \* Transition / Orientation Activities
- \* WREC Days, Harmony Day, Multicultural Day, Competitions, Spirit Days
- \* Hosting international school visits
- \* SRE Assemblies / Ethics Program
- \* Participation in community, citizenship and charity programs

Utilise connections with recognised accredited providers to enhance the learning experiences of students. These may include: WSU, TAFE, Elevate, Ready for Work, personnel to support the Life Ready program.

Maintain effective wellbeing programs to support students

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| Monitor retention rates from Year 11 to HSC completion. Monitor student post-school destinations. 2020 Calendar of events established. | Collegiate Partner school data - Head Teacher Wellbeing, Year Advisers and Careers Advisers |

| Key Initiatives   | Resources (annual)  | Impact achieved this year  |
|---|---|--|
| <b>Aboriginal background loading</b>                          | <p>The ATSI Team as well as a teacher mentor allocated to support Aboriginal and/or Torres Strait Islander students.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$26 953.00)</li> </ul>   | <p>Monitor attendance rates of Aboriginal and/or Torres Strait Islander students demonstrated improved engagement.</p> <p>All Aboriginal and/or Torres Strait Islander who commenced the HSC successfully competed their studies.</p> <p>Track student's progress throughout each term and year.</p>   |
| <b>English language proficiency</b>                           | <p>EAL/D teacher</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$23 558.00)</li> </ul>  | <p>Engaged students have successfully completed their studies to the best of their ability.</p>  |
| <b>Low level adjustment for disability</b>                    | <p>SLSO's</p> <p>LaST teacher</p> <p>HT teaching and Learning</p> <p>Professional Learning on how to differentiate the curriculum for all students to access the curriculum</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$174 963.00)</li> </ul>         | <p>Student attendance to be reviewed.</p> <p>Results to be evaluated to consider effect. Reflect on the requirements for 2020 and targeted areas to be identified for 2021.</p>  |
| <b>Socio-economic background</b>                              | <p>Targeted teacher to deliver the specialist programs- Tradeschool.</p> <p>Build a bike educational program available based on student need</p> <p>ALARM coordinator</p> <p>STEM coordinator</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$256 131.00)</li> </ul> | <p>Success will be determined by the number of students who complete the respective programs. Programs evaluated annually to assess their relevance.</p> <p>The effectiveness of the ALARM and platinum programs to be reflected in improve value added for students.</p> <p>STEM - interest will help determine the offerings within in STEM.</p> |
| <b>Support for beginning teachers</b>                         | <p>Allocated reduced teaching load to assist with teaching.</p> <p>Professional learning - applicable to the beginning teacher.</p> <p>Mentor assigned.</p> <p>Head Teacher/s support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$14 481.00)</li> </ul>    | <p>Supported environment has been established.</p> <p>Confidence in classroom management.</p> <p>Greater understanding and demonstration of the requirements of teacher accredited at Proficient as determined by NESA.</p>  |
| <b>Targeted student support for refugees and new arrivals</b> | <p>Teacher and SLSO support.</p>  | <p>Student to successfully completed the HSC and graduated from the school.</p>  |

|  |   |   |
|--|---|---|
| <p><b>Targeted student support for refugees and new arrivals</b></p> | <p>School resources purchased - textbooks and excursions funded.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$3 425.00)</li> </ul> | <p>Student to successfully completed the HSC and graduated from the school.</p> |
|--|---|---|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 352        | 357  | 311  | 307  |
| Girls    | 339        | 350  | 315  | 323  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| 11        | 89.3 | 89.1 | 88   | 88.3 |
| 12        | 90.1 | 87   | 88.3 | 90.1 |
| All Years | 89.6 | 88.1 | 88.2 | 89.1 |
| State DoE |      |      |      |      |
| Year      | 2017 | 2018 | 2019 | 2020 |
| 11        | 88.2 | 86.6 | 86.6 | 88.2 |
| 12        | 90.1 | 89   | 88.6 | 90.4 |
| All Years | 89   | 87.7 | 87.5 | 89.1 |

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   | N/A       | 0         | 7         |
| Employment   | N/A       | 0         | 19        |
| TAFE entry   | N/A       | 0         | 18        |
| University Entry   | N/A       | 0         | 44        |
| Other  | N/A       | 0         | 12        |
| Unknown  | N/A       | 0         | 0         |

## Year 12 students undertaking vocational or trade training

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55.49% of Year 12 students at Wyndham College undertook vocational education and training in 2020.

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

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95.4% of all Year 12 students at Wyndham College expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 3     |
| Head Teacher(s)                         | 11    |
| Classroom Teacher(s)                    | 39.62 |
| Learning and Support Teacher(s)         | 0.4   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 14.28 |
| 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 <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 1,427,497               |
| <b>Revenue</b>                        | 9,957,667               |
| Appropriation                         | 9,727,276               |
| Sale of Goods and Services            | 34,099                  |
| Grants and contributions              | 194,891                 |
| Investment income                     | 1,302                   |
| Other revenue                         | 100                     |
| <b>Expenses</b>                       | -10,066,659             |
| Employee related                      | -8,933,023              |
| Operating expenses                    | -1,133,637              |
| <b>Surplus / deficit for the year</b> | -108,992                |
| <b>Closing Balance</b>                | 1,318,505               |

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

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

|                         | 2020 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 3,425                         |
| <b>Equity Total</b>     | 481,615                       |
| Equity - Aboriginal     | 26,973                        |
| Equity - Socio-economic | 256,131                       |
| Equity - Language       | 23,548                        |
| Equity - Disability     | 174,963                       |
| <b>Base Total</b>       | 8,076,823                     |
| Base - Per Capita       | 157,564                       |
| Base - Location         | 0                             |
| Base - Other            | 7,919,259                     |
| <b>Other Total</b>      | 796,091                       |
| <b>Grand Total</b>      | 9,357,955                     |

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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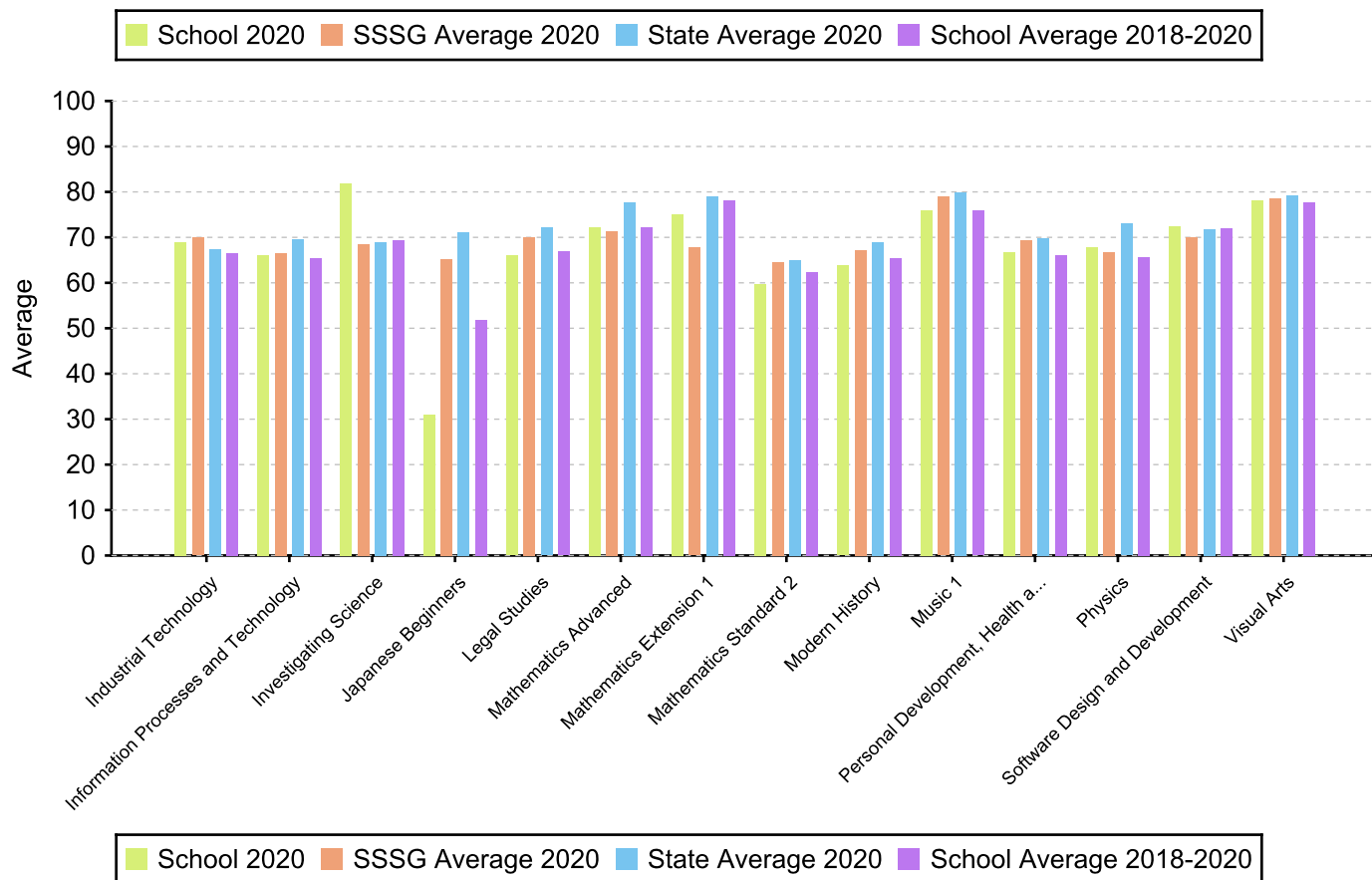
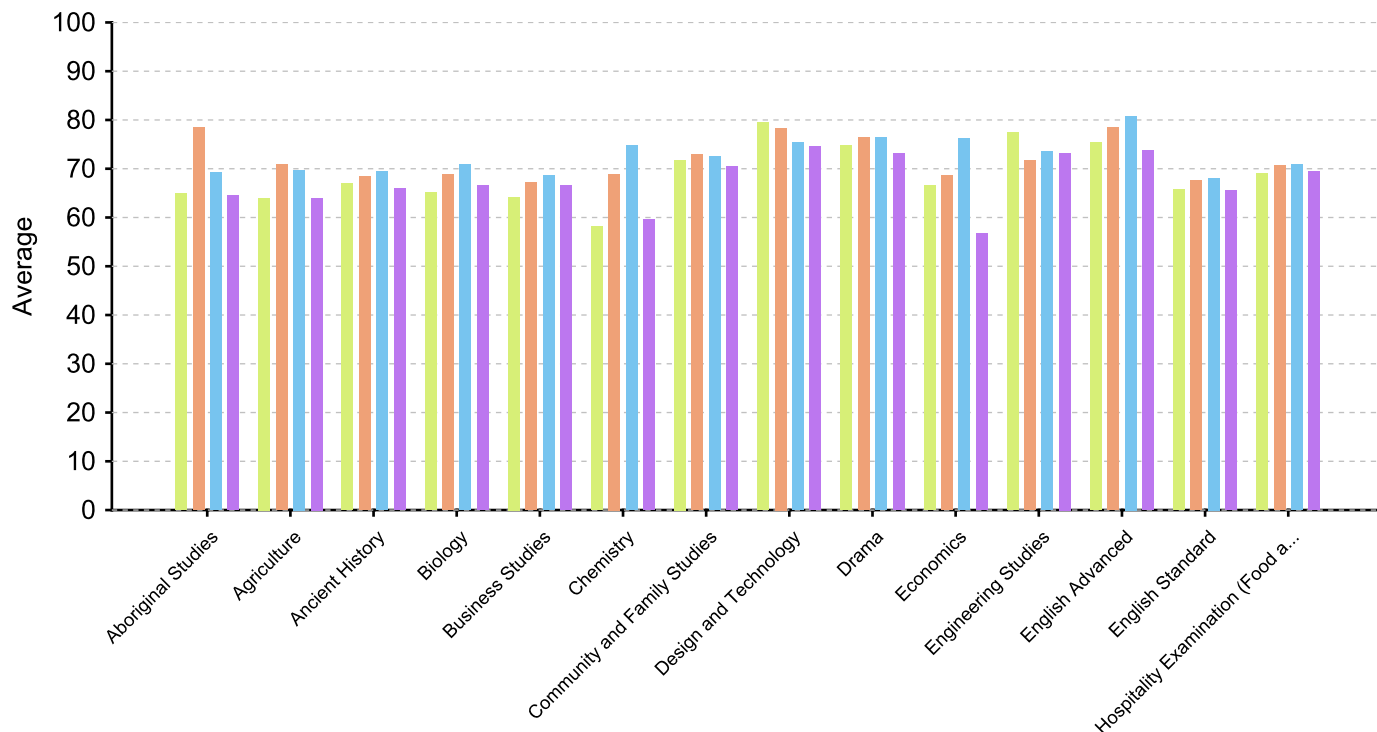
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

## 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 2020</b> | <b>SSSG</b> | <b>State</b> | <b>School Average<br/>2018-2020</b> |
|---|--------------------|-------------|--------------|-------------------------------------|
| Aboriginal Studies                                  | 65.0               | 78.4        | 69.3         | 64.5                                |
| Agriculture   | 64.0               | 70.8        | 69.7         | 64.0                                |
| Ancient History                                     | 66.9               | 68.3        | 69.4         | 65.9                                |
| Biology   | 65.2               | 68.9        | 70.8         | 66.6                                |
| Business Studies                                    | 64.2               | 67.1        | 68.6         | 66.6                                |
| Chemistry   | 58.1               | 68.9        | 74.8         | 59.6                                |
| Community and Family Studies                        | 71.8               | 73.0        | 72.4         | 70.5                                |
| Design and Technology                               | 79.5               | 78.4        | 75.4         | 74.6                                |
| Drama   | 74.8               | 76.4        | 76.4         | 73.1                                |
| Economics   | 66.5               | 68.6        | 76.1         | 56.7                                |
| Engineering Studies                                 | 77.5               | 71.7        | 73.6         | 73.2                                |
| English Advanced                                    | 75.3               | 78.4        | 80.8         | 73.7                                |
| English Standard                                    | 65.8               | 67.5        | 68.1         | 65.6                                |
| Hospitality Examination (Food and Beverage)         | 69.1               | 70.8        | 70.8         | 69.5                                |
| Industrial Technology                               | 68.9               | 69.9        | 67.5         | 66.4                                |
| Information Processes and Technology                | 66.1               | 66.5        | 69.6         | 65.4                                |
| Investigating Science                               | 81.9               | 68.5        | 69.0         | 69.5                                |
| Japanese Beginners                                  | 31.0               | 65.3        | 71.2         | 51.8                                |
| Legal Studies                                       | 66.0               | 70.1        | 72.1         | 66.8                                |
| Mathematics Advanced                                | 72.3               | 71.4        | 77.7         | 72.3                                |
| Mathematics Extension 1                             | 75.1               | 67.7        | 79.1         | 78.1                                |
| Mathematics Standard 2                              | 59.7               | 64.6        | 64.9         | 62.3                                |
| Modern History                                      | 63.8               | 67.1        | 68.9         | 65.5                                |
| Music 1   | 76.0               | 78.9        | 79.8         | 75.8                                |
| Personal Development, Health and Physical Education | 66.8               | 69.3        | 69.9         | 66.1                                |
| Physics   | 67.8               | 66.7        | 73.0         | 65.6                                |
| Software Design and Development                     | 72.5               | 70.1        | 71.8         | 72.0                                |
| Visual Arts   | 78.1               | 78.5        | 79.2         | 77.7                                |

## Parent/caregiver, student, teacher satisfaction

During 2020, the school engaged in meaningful dialogue seeking the opinions of parents, students and teachers about the school.

Parents involved in e-meetings and physical meetings of the Friends of Wyndham, the peak parent group, were regularly asked to comment on aspects of the college's performance in the delivery of the curriculum, management of students and the general organisation of the college.

The overwhelming response was that they are satisfied with all aspects of the college's performance singling out for special mention the dedication and teaching skills of all the staff.

Student and teacher opinions are regularly sought through Transition Day, our involvement in the "Tell them from Me" surveys as well as faculty input.

The surveys indicate that the majority of students are very satisfied with the quality of teaching, classroom resources and the physical environment of the college. Responses from teachers echo student views. The majority of responses indicated that they were pleased with the quality and work ethic of students and are particularly satisfied with the quality and quantity of support they received with interactive communication technologies.

Parents/Carers are also able to source information through the Sentral Parent Portal, which has proven to be very popular.

The College web site and social media platforms have been developed to provide a very vibrant and 'user friendly' level of access. It contains a plethora of information.

# Policy requirements

## Aboriginal Education Policy

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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.

Throughout 2020, as part of the Aboriginal and Torres Strait Islander initiative our students have had access to the Australian Indigenous Mentoring Experience (AIME), Nirimba Education Precinct activities including the Aboriginal Student Conference, Reconciliation Day Ceremony, an online NAIDOC Week presentation and the Western Sydney University, Pathways To Dreaming program. These initiatives were successfully delivered online due to the impact of COVID-19 restrictions.

The members of the Aboriginal Education Team have worked closely with ATSI students and families in developing Personalised Learning Pathways which target improvements in areas identified by students, their parents/carers and staff. Students were identified by liaising with our feeder schools (Seven Hills High School, Riverstone High School and Quakers Hill High School) to obtain lists of students who identified as Aboriginal and/or Torres Strait Islander. Also, information from the DoE ERN report and a continuation of students moving from Year 11 into Year 12, provided us with information of students who can access additional support.

As a result of this, the school has established a sound rapport with parents. It has also been beneficial when siblings from the feeder schools enrol as we have already established links to each student and their families.

Our students have unique needs as do their families and the community. By attending classes on a daily basis and interacting with the students, our students keep up to date with classwork, homework, assessment tasks and revision for exams. Of further importance is the ability to assist students in developing study skills to enhance their performance in examinations.

Evidence that student's learning was improved by the tutoring is shown through the number of students graduating and the enjoyment our students experience from being given additional assistance. With consistent help, student's NESA N-Determination warnings have decreased and submission of assessment tasks has increased. Attendance at school is continuing to rise and is currently above school and state averages.

Additional personnel have been employed to support our students to their academic, social and cultural goals. This has enabled all of the students to complete the HSC, attain entry to a University, transition to a choice of career or further education.

## Anti-Racism Policy

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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.

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## Multicultural Education Policy

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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.

### Other School Programs (optional)

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Platinum Club is a selected stream of aspirational and hard-working students that provides a supportive learning environment and a more intensive curriculum delivery that enriches and extends the students learning. The program also aims to develop the talent of high potential and gifted students in one or more domains including: intellectual, creative, physical and/or social-emotional.

In 2020, the focus was on providing mentoring support to Platinum students through having a dedicated Year Adviser overseeing their academic progress and supporting their well-being, attendance and motivation. Throughout the COVID-19 pandemic, the Platinum Year Adviser was in regular email and phone contact with Platinum students providing them with resources and reassurance to assist with their senior school studies.

Former Platinum students were invited as guest speakers at the beginning of the year to present information and motivational sessions to current Platinum students. Prospective Year 10 Platinum students attended Platinum Induction Day where Wyndham staff delivered sessions to engage students in the 'Platinum' experience at Wyndham College. Current students were linked up with academic, enrichment and leadership programs and awards that often lead to early entry and scholarships to university such as the WSU Access scheme, True Rewards Program, Pathways to Dreaming, UNSW Gateway, ATAR seminars, Big History, Studiocity, Edrolo, Clubs, Library services etc...

Platinum classes were taught by experienced teachers who are passionate about delivering curriculum for fast learners. Some of the strategies used for differentiation in 2020 at Wyndham College included accelerated classes, extension classes, enrichment programs, and compacted curriculum delivery leaving room for targeted tutorials and workshops. As a result of this, the school has maximized the HSC and ATAR results and post school destination offers for these students.

Evidence of the success of Platinum Club students can be seen with every student who applied for early entry to university receiving one or more offers at the end of the year. Nine Platinum students received \$20 000 scholarships to WSU and one student received the Jim Anderson Scholarship Award. Work from Platinum students was featured in SHAPE and Art Express in 2020 and attendance rates for Platinum students greatly exceeded the school average for both Year 11 and 12. These students received twenty-seven out of the thirty-one Band 6 results at Wyndham College in 2020 and twelve students were awarded HSC Top, High or Distinguished Achievers. Ninety five percent of Platinum students were nominated to receive awards at the Principals Morning Tea in 2020 and all students received a Bronze, Silver, Gold or Platinum Award through gaining positive incidents on Sentral from teachers in one or more of the domains; leadership, citizenship, sport, uniform, extra-curricular, academic, attendance or behaviour.