

2020 Annual Report

Whitebridge High School



8390

Introduction

The Annual Report for 2020 is provided to the community of Whitebridge 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

Whitebridge High School

Lonus Ave

Whitebridge, 2290

www.whitebridg-h.schools.nsw.edu.au

whitebridg-h.school@det.nsw.edu.au

4943 3966

Message from the principal

We started this year with a very clear focus on what is important. Our school directions were focussed on Inspired learners, quality evidence based teaching and strategic leadership. We reinforced the expectations of our school and with particular emphasis on attendance to have our learners here with us every single day, because being here matters.

Each school year consists of 202 school days. This year we have had over 390 students attending school more than 90 % of the time which is an outstanding effort, this sets up our young people to engage in their learning, grow in their literacy and numeracy skills, build their connections with staff and peers and develop as healthy happy young people. This is what school should be like.

In a year of challenges what it has shown us all is that grit is one of our most important characteristics. When I talk about grit I refer to perseverance, courage, passion and purpose. Throughout this year people right across the world have had to make changes to their lives as they knew it. Some have handled this well and others have struggled.

In our school, we exercised grit and have been able to achieve many things that we didn't realise were necessary or possible.

We held our first ever virtual cross country with our students using a run app to complete a course and submit times. This was a lot of fun and allowed us to stay connected with our physical health.

Our school switched at a phenomenal rate to online learning and digital platforms. To be quite frank in relation to our progress on technology for learning we moved forward at least 3 years in our educational practices in the space of 48 hours. Talk about grit, our students and staff moved mountains to stay connected to our learning and each other. We also acknowledge the resilience and commitment of our Whitebridge parents who took a very different role at home with a window in to secondary learning.

We held a wonderful wellbeing day giving our students and staff the opportunity to reconnect with their passions and spend time focussing on our physical, mental, social and emotional health.

Our HSC class of 2020 graduated and celebrated their final year of schooling quite differently, yet with amazing courage to stay true to the course and achieve their personal best in a HSC year that had elements of the unknown. Our school student leaders in Joshua Levin, Angela Kindleysides, Luke Wilson, Asha Niddrie, Joseph Lyddiard and Kirra Ridgewell supported the students of the school demonstrating strong leadership and commitment to maintaining as many of the schools events and activities that could possibly be managed given the restrictions imposed. They did an outstanding job in their role as Captains and are to be commended for their passion and effort.

Through this year one thing that has been significantly highlighted is that schools across the state and our school more directly, is at the centre of our community. Our connections and belonging to school ring true across generations. Throughout this year our students and families have felt strongly connected to our school, appreciated the contact and check in calls during COVID and felt safe to return their children to school, enjoyed being able to spend time with others

and socialise at school when this was not possible else-where in the community and essentially, we have come through this together.

I would like to express my gratitude to the staff of Whitebridge High School who have throughout 2020 experienced a year in their teaching career unlike any other. Their extraordinary commitment and professionalism to their students and their ability to adapt and manage an excessive workload was inspiring. I take my hat off to them all.

To our parent community, thank you for trusting us as we navigated a very different style of education and responded at short notice to a very changing dynamic across the world. Your support and collaboration in this journey have been appreciated. Our school P and C as a dedicated group have continued to work closely with the school throughout this year and have provided ongoing management of the school's canteen operations under very trying circumstances. This too is appreciated and without the ongoing efforts of our school P and C this service would not be able to continue. I encourage all parents to consider how you may be able to assist our P and C in the work they do to support every student at Whitebridge High School.

To our students, congratulations on your success and personal achievements throughout this year. As young men and women, your ability to grow as independent young learners and show flexibility and resilience through challenging circumstances has been an important area of your personal growth throughout 2020. The care and connection you maintained with each other and your teachers throughout this year to ensure the wellbeing of all did not go unnoticed.

Congratulations to our school and its community for a successful 2020. I look forward to the next part of our school journey when the doors open on 2021.

Nadene Harvey

Principal

Message from the school community

Throughout 2020 the P and C has appreciated the support of volunteer office bearers and canteen volunteers. Through the P and C run canteen we have been able to make a substantial contribution of funds to the school. We would like to acknowledge the work of the Canteen Manager and Assistant Manager for their work in maintaining this essential service to the students and staff of the school

The funds have supported school programs that benefit all students. In 2020 the P and C contributed to new blinds and furniture for classrooms upgrades, award and recognition programs and Presentation day awards. Funds contributed to the school from the P and C run canteen, contributed to a range of school facilities improvements throughout the year.

The P and C has undertaken the role of parent representative on a number of merit selection panels and have appreciated having input into the selection of staff that best meet the needs of the school.

The canteen played an important part in the maintaining service to its students during an unprecedented time. The canteen staff worked through well being able to continue to give our students access to the canteen and place orders for recess and lunch through these difficult times.

The P and C is looking to grow its membership and to continue a very positive relationship with the school.

Gary Clement

WHS P&C PRESIDENT

Message from the students

During 2020 all students experienced a major disruption in their learning. There were many challenges for students such as restricted social interaction, lack of face to face support and complexities around feedback from teachers and staff. Although many students are tech savvy, there were also a large majority of students and staff who had to overcome the challenges faced when being forced to adapt to a new system of learning. With support and persistence, this tool has now become invaluable for students as technology is heavily predicated in the workforce and is an expectation in our globalised society.

Whilst 2020 had it's negatives throughout our schooling experience, there were some positives to come from it. The break allowed students a mental refresher from the past year and taught students to be grateful for the invaluable time spent in the classroom. We were also able to spend more time with family, find new hobbies and become adaptable to

any obstacles that life throws at us.

The various challenges and shared experiences we faced have brought students together and strengthened our community. The resilience and perseverance of our students was strengthened, enabling all students to achieve great success in future endeavors in, and out of school.

Ally Smith & Cooper Hunt

School Captains T4 2020 - T3 2021

School vision

Whitebridge High School is a future focused educational community committed to the values of respect, responsibility, and fostering individual talents in an inclusive environment building capacity for lifelong learning.

School context

Whitebridge is a proudly comprehensive high school that offers its students the best educational opportunities, in an inclusive, safe and secure learning environment. We are committed to a broad, balanced and relevant curriculum that extends students in all areas of learning and develops their skills to be successful in our constantly changing world. The diverse curriculum is designed to support all students to grow as learners and it challenges students to achieve their best.

The curriculum places emphasis on the fundamentals of literacy and numeracy as well as catering for students' creative, technological, cultural, vocational and sporting interest and aptitudes through both curriculum courses and extra curricula programs. The school offers a unique Wilderness Program that enhances students' personal development and forms part of our strong focus on student wellbeing.

Whitebridge High School offers quality environments that enrich learning and celebrates positive relationships between teachers, students, the school and its community. We are a proud member of the Whitebridge Community of Schools fostering and enhancing communication between partner primary schools and our high school so that students and their families can enjoy a high quality kindergarten to Year 12 educational experience.

The school is comprehensive in its curriculum and inclusiveness. It aims to achieve excellence and equity and incorporates extension programs for gifted and talented students and support programs for students with identified learning needs.

Our school values are Learning, Respect and Responsibility and through this we nurture the qualities of respect, self-discipline, responsibility and courteous behaviour. We recognise, acknowledge and celebrate personal achievement as well as providing opportunities for students to learn good citizenship and community responsibility

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	Delivering
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

Inspired Learning

Purpose

Develop a high expectations learning environment where students are challenged to achieve academic growth through engaging and relevant curriculum programs that focus on developing learner skills for further success. Students will be inspired to take positive learning risks to achieve personal improvements in a safe and supportive school.

Improvement Measures

25 % Increase in student school level engagement measured using Tell Them From Me survey. From average 6.05 / 10 in 2017.

10 % increase in students achieving proficiency at Year 9 in the NAPLAN domain of numeracy from 26% in 2017.

30% of all HSC results achieved in the top 2 Bands up from 24% in 2017, and a 20% reduction of results in the lowest 2 bands of HSC performance.

Overall summary of progress

Strategic Direction 1 - Inspired Learning

Progress towards Targets

1. Using measures of Quality Instruction 6.5 (5.8), Positive teacher student relationships 6.7 (5.9), positive learning climate 6.3 (5.7), Expectation for success 7.4 (6.8)

The school level engagement measure was calculated as of 6.725/10 (6.05/10), whilst this did not represent the targeted 25% improvement it did represent a positive growth in school level engagement and further represents a significant improvement against the state data score of 6.05/10

2. This target was not achieved with 21% of students achieving proficiency in the top 2 bands in 2019. 2020 data can not be included as NAPLAN was not completed. An intensive numeracy intervention was implemented throughout 2019 and 2020 to seek further progress in this target.

3. 23.92 % of results were achieved in the top 2 bands in 2020 which is a significant achievement given the disruptions experienced for both students and staff. The school further worked towards the agreed targets of students achieving in the top 3 bands and hence the achievement of 60.53% of results in the top 3 Bands was positive and demonstrated improvement against the 2018 and 2019 HSC results.

This growth is further evidenced by an increase across three years of the average HSC score for students progressing from 70.49 in 2018 through to 72.54 in 2020 representing an average result above the state average (72.33).

Progress towards achieving improvement measures

Process 1: Academic and Pastoral Wellbeing

Glen Mulhearn, Louise Smailes

- Annual wellbeing activities planned and scheduled to meet student needs.
- Year meetings with focus on learning and wellbeing scheduled each term.
- Review recognition and reward programs for students
- Year group camp program implemented and enhanced
- Study skills sessions and transition planning meetings held for Year 12 students.

Evaluation	Funds Expended (Resources)
Systems have been implemented across the school to support student connections and school wide wellbeing programs. Whilst disruptions were experienced in 2020, the school data collection even during this time reflected a strong connection with the school. Specific target progress	Equity Funding

Progress towards achieving improvement measures

outlined above provides further comprehensive school wide evaluation for strategic direction 1.

Process 2: High Expectations and Engaged Learning

Sue Nunn, Karna Roberts

- Participation in TTFM
- Increase engagement of student voice in school leadership
- Students will take ownership of their own learning and achieve improved outcomes.
- Improvements to school learning environments
- GATS opportunities created and encouraged.
- Visible leadership strategies and classroom walkthroughs
- High expectations clearly articulated and consistent across all Learning Centres
- Staff provide challenging teaching and learning activities that are underpinned by a culture of high expectations.

Evaluation	Funds Expended (Resources)
<p>School Wide Tell them from me data has been used to provide a tool for evaluative processes. Further data is reflected in the overview of school targets identified above. TTFM was conducted with students, staff and community.</p> <p>Staff engage in professional learning and provide differentiated learning experiences to ensure all students are challenged to achieve and present quality work within their learning. Visible Learning strategies have been implemented across the school and will continue to be developed throughout the new planning cycle.</p>	Staffing - Quality Teaching

Process 3: Learning Skills

Luke Harradine

- Staff professional learning targeting evidence based practices which have resulted in high achievement across all stages of learning.
- Increase use of ICT as tool for learning
- Clearly articulated success criteria and feedback mechanisms for student improvement
- Audit learning skills for success with explicit teaching embedded in programs

Evaluation	Funds Expended (Resources)
<p>Staff technology survey completed, Data collected from Sentral to determine student laptop access and use. Student technology survey completed.</p> <p>The school has had a significant growth in the use and commitment to technology for teaching and learning. Average school wide data confirms 96% of students have access to computer technology via a personal device for learning. The loan systems supports additional learners so that classrooms can be supported through full technology integration. Staff report significant growth in skill and confidence in technology use for learning along with changing pedagogies to maximize learner growth.</p>	<p>School wide technology funds and increased provision of the technology loans systems through the purchase of additional laptops for student use.</p> <p>Professional Learning funds to support staff skill development and use of new and emerging technologies</p>

Strategic Direction 2

Innovative Evidence Based Teaching

Purpose

Create a stimulating and engaging learning environment underpinned by high expectations and innovative evidence based teaching practices that enhances student learning outcomes and meets the diverse needs of students, staff and community

Improvement Measures

Literacy & numeracy strategies are embedded in all class programs and registered for implementation.

80% of students achieve equal to or above expected growth in Year 9 writing as measured by NAPLAN (62% in 2017).

Quality teaching improvements are evident through staff participation in Quality Teaching Rounds with an effect size of greater than .4

Relevant course programs adhere to New HSC requirements and are resourced appropriately for implementation in 2019.

Overall summary of progress

Strategic Direction 2: Innovative Evidence Based Teaching

Progress towards targets.

1. All faculties developed explicit writing strategies. Programs were monitored demonstrating evidence of embedded literacy and numeracy strategies. Further development of staff is required to ensure that clear and explicit strategies and delivered with confidence by all staff.
2. This target was not achieved based on 2019 data with 53.8% achieving expected growth in 2019 in writing. Aboriginal Student growth was positive with the average writing growth score for Aboriginal students sitting at 23.9% significantly above SSG (10.1). In addition 71.4 % of Aboriginal students achieved at or above expected growth in reading and 77.8% achieving in the domain of spelling.
3. Staff evaluation data reports that all staff completing Quality Teaching Rounds reported significant professional improvement and strong positive impact on their teaching. 17 teachers participated in QTR. With the school undertaking a registration process to secure registered Professional Learning hours for staff contributing to professional accreditation and maintenance.
4. Achieved

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

Lisa Murrell, Cameron Wells

- Extensive data analysis NAPLAN & HSC to inform teaching and learning programs.
- Identification of students needing support Minimum Standard and Bump it up.
- Explicit teaching of literacy and numeracy standards within all course programs.
- Student workshops and executive sharing of work samples and feedback mechanisms for success criteria.

Evaluation	Funds Expended (Resources)
Key programs were implemented to support both cohort and school attainment and individualised supports for minimum standards of literacy and numeracy. All students graduating from Year 12 in 2020 achieved minimum standards supporting HSC eligibility.	Staffing Equity funds to support intervention programs in literacy and numeracy

Progress towards achieving improvement measures

Key programs were implemented to support both cohort and school attainment and individualised supports for minimum standards of literacy and numeracy. All students graduating from Year 12 in 2020 achieved minimum standards supporting HSC eligibility.

Professional Learning funds - quality teaching and learning to support embedded practices for literacy and numeracy.

Process 2: Professional Learning and Collaboration

Jess Lassam

- Staff PL in Australian Standards and PDP implementation.
- QTRs and Professional Learning Communities established across LCs.
- Regular and targeted Professional learning in evidence based teaching practice inclusive of James Nottingham, Hattie, new HSC, assessment, feedback, data analysis, curriculum differentiation etc.
- Staff engage with wider professional networks.
- Community partnerships in learning through collaborative practice and open communication.

Evaluation	Funds Expended (Resources)
Staff have undergone training in quality systems to achieve and maintain accreditation and record and evaluate professional learning. Quality professional learning opportunities have been provided to all staff with a focus on key learning to enhance school wide practices.	Staff Professional Learning funds School staffing

Process 3: Consistency and Quality of practice

Isabelle Crosbie

- Comprehensive induction program implemented. Support for beginning teachers through the "Strong Start Great Teacher" initiative.
- Support program for teachers seeking accreditation and those seeking higher levels of accreditation.
- Clear communication of school implementation procedures which are accessible to all staff. Executive conferencing. Extensive analysis of data measures to inform teaching and learning. Learning Centre leaders engage in PL, updated NESAs release and programming in readiness for HSC 2019.

Evaluation	Funds Expended (Resources)
All beginning teachers were supported through high quality mentoring to achieve accreditation.	Staffing funds to provide additional opportunities for collaboration.
Induction programs were implemented with all new staff to the school participating in sustained formalised induction processes.	Beginning teacher funds to support accreditation and maintenance procedures and school wide mentoring for early career teachers.
Consistency of practice is enhanced through school wide communication strategies and development of school wide implementation procedures.	

Strategic Direction 3

Strategic Leadership and School Improvement

Purpose

Whitebridge HS staff embrace leadership responsibilities. Quality administrative systems and practices support all stakeholders. School leaders build capacity and inspire a professional learning culture that promotes high expectations and community engagement resulting in sustained and measurable whole school improvement.

Improvement Measures

School administrative systems and procedures are clearly articulated and accessible to all staff.

Learning centre reviews provide positive feedback and direct actions for continuous improvement in teaching and learning.

80% capture of 6-7 enrolment of students living within the Whitebridge High School zone (65% 2017).

Parents report positive perceptions above other Government Schools average from 5.7 / 10 in 2017 as partners in learning. Measured across the 7 domains of the perspectives of parents TTFM survey.

Overall summary of progress

Strategic Direction 3: Strategic Leadership and School Improvement

Progress towards targets.

1. School policies and procedures are accessible to all staff via the central portal / documents and are maintained for currency and accuracy. Implementation procedures are shared through staff meeting procedures to support consistency. Communication will continue to be an area of focus to ensure transparency, comprehensive understanding and implementation of school wide systems and practices that enhance service delivery and improve administrative efficiency.
2. Learning centre reviews have been conducted across all faculties across the 3 year cycle. Key focus areas for 2020 were unable to be completed. Clear protocols were established for reviews and high quality feedback was provided and discussed with staff to inform future directions. The whole school initiatives of secondary studies, wellbeing and teaching and learning will participate in review practices throughout 2021.
3. Student enrolment capture of local students has steadily increased with 68.09% in 2018, 70.45% in 2019 and 72.93% in 2020. This has further seen an active decision by the school to steadily decrease out of zone / non local enrolment reducing from 34.45% in 2017 down to 24.95% across the school in 2021. The school continues to experience positive student enrolment growth.
4. The average score across the 7 domains showed only slight improvement at 5.85/10. The school has endeavored to engage parents through increases in use of social media, improved email systems for school wide communication and events to encourage parent engagement. Direct connection in the form of two way communication with parents will be an area of focus moving forward. This will be a significant initiative for the school through direct partnerships in the new planning cycle. An additional focus area moving forward will look towards improvements in the inclusive school practices, to ensure all learners needs are being met.

Progress towards achieving improvement measures

Process 1: Administrative Systems and Processes

Glen Mulhearn

- Term plan developed and widely distributed.
- Roles and responsibilities of all staff reviewed and clearly communicated.
- List of key school programs and personnel developed for consistency of information.
- Policy requirements and compliance measures addressed and evidence collated.
- Policies and implementation procedures for school effective operation developed to enhance consistency and efficiency.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>As a focus of the schools administrative systems and processes, school wide attendance has shown progress. The early growth, however was interrupted throughout 2020 due to the impact of COVID. With community uncertainty surrounding personal safety due to the pandemic, the school attendance strategy did see a decline in outcomes towards the end of March that did not recover throughout 2020. Positive school wide communication will continue with attendance improvement a goal for 2021.</p>	Attendance officer - staffing

Process 2: High Expectations Culture

Sue Nunn

- Learning Centre reviews will continue engaging collaborative expertise from colleague schools.
- Learning Centre leaders and teachers will facilitate continual improvement in teaching and learning from the results of Learning Centre reviews.
- Visible leadership strategies inclusive of executive walkthroughs implemented.
- Teaching programs and HSC support reviewed and feedback provided to staff.
- Resourcing planned to improve school environment through planned maintenance and school funded works.
- Mentoring program for aspiring leaders via accreditation HA/LEAD, promotion pathways, distributed leadership.

Evaluation	Funds Expended (Resources)
<p>All faculties completed comprehensive review and received specific feedback to enhance future practice. A consistent focus of reviews across the school was centred around assessment procedures and engagement in learning. School wide assessment practice will be an area of focus within the school plan cycle 2021-2024.</p>	School equity funds - teaching and learning evaluative review process

Process 3: Communication and Engagement

Louise Smailes

- Ongoing participation in the DoE communication and engagement program.
 - Community engagement sessions to be held each term.
 - Streamline and consolidate various forms of media.
 - Review and update website using the school website server.
- Use existing systems to enhance daily communication for staff and students.

Evaluation	Funds Expended (Resources)
<p>A range of engagement sessions for parents have been supported with positive feedback from parents in attendance. Participant numbers have however been low. The school facebook page has seen an increase in viewer engagement with parents reporting both email and facebook as preferred methods of communication. Parents have access to the Sentral portal to increase school wide communication pertaining to their child.</p> <p>School implementation procedures are clearly available for all staff to enhance consistency of practice across the school.</p>	Equity funds Aboriginal Education Funds

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Equity Funds	<p>42.2 % of targeted students showed improved attendance above 90%.</p> <p>60% of targeted students showed positive effects for learning as measured by school performance data.</p> <p>Cultural programs were implemented to support development and understanding of Aboriginal cultures and Histories across the school. Specific programs further supported the growth of the schools junior AECG, Aboriginal Dance group, Didgeridoo group and Aboriginal Art.</p>
English language proficiency	English Language Proficiency funds \$1537.00	ESL programs provided targeted support for individual students with all students progressing in language skill development.
Low level adjustment for disability	Staffing	Evidence of annotated central and program annotation
Socio-economic background	Socio-economic Background Funds	<p>Additional programs have supported student progress in literacy and numeracy and HSC success.</p> <p>The average HSC subject score has grown from 70.49 to 72.33 across the planning cycle. In addition more than 50% of all HSC courses completed achieved results above the state average.</p>
Support for beginning teachers	Beginning Teacher Funding	Teachers identified as early career teachers and teachers requiring accreditation were supported both through formalised mentoring, reduced face to face teaching to support planning and professional requirements and additional targeted professional learning. This support and individual professional growth has enabled the identified teachers to successfully achieve proficient teacher requirements and gain accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	497	499	502	524
Girls	436	406	406	441

The school continues to see a steady growth in local student enrolment. An increasing local enrolment is matched by a specific reduction in the enrolment of students from outside of the local intake zone. The school actively adheres to its out of zone enrolment process which is accessible on the schools website.

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.2	90.8	92.2	90.6
8	91.4	87.6	88.5	88.9
9	88	89.2	87.1	86.4
10	85.9	84.5	86.5	83.8
11	86.6	79.7	83.6	85.2
12	90.9	86.8	86.7	88.3
All Years	89.2	86.6	87.7	87.4
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.

The school supports positive attendance strategies and communicates daily absence to parents via SMS text. The school encourages parents to seek holidays outside of the school terms to ensure all students have their learning time supported by strong attendance. The school expectation for student attendance is 97% with students achieving this standard recognised through the School Presentation Day. Individualised attendance supports are implemented for students falling below the minimum attendance standard of 90%. The school collaborates with partner schools to promote positive attendance through both the Whitebridge Community of Schools and the Glenrock Network attendance strategy.

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	9	16
TAFE entry	0	1	17
University Entry	0	0	46
Other	2	3	8
Unknown	0	0	0

Whitebridge High School runs a comprehensive school to work initiative which supports students to transition throughout the stages of learning and onto post school options aligned to their personal goals. Students identifying a strong preference for transition to apprenticeships, TAFE and employment are supported through comprehensive work placement initiatives with a high success rate. Students aspiring for University entry are supported through direct pathways, early entry programs and EAS schemes as appropriate with a high success rate of students gaining entry to their choice of study.

Year 12 students undertaking vocational or trade training

38.71% of Year 12 students at Whitebridge High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.2% of all Year 12 students at Whitebridge High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Vocational Courses were undertaken both at school and through TAFE in Hospitality, Construction, Metals & Engineering, Skills for Work, Retail, Travel and Tourism & Entertainment Industry.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.3
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.17
Other Positions	2

*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.

In 2020 all school staff undertook extensive research and evidence based professional learning targeting improvements in quality of practice leading to improved student learning outcomes. In addition to the mandatory training requirements for all staff, some of the key areas of learning were as follows:

Visible Learning - Learning Intentions and Success Criteria & Developing Visible Learners

Differentiated teaching practice

Explicit teaching for improved literacy and numeracy

Technology for teaching and learning

Online learning platforms and Virtual learning tools

All staff engaged with their performance development plan PDP

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	515,162
Revenue	11,912,575
Appropriation	11,661,564
Sale of Goods and Services	18,118
Grants and contributions	231,246
Investment income	1,546
Other revenue	100
Expenses	-12,072,368
Employee related	-10,632,198
Operating expenses	-1,440,170
Surplus / deficit for the year	-159,793
Closing Balance	355,369

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.

Aligned to the school plan, financial resources are allocated to the engagement of additional staffing to support key programs across the school. An additional Deputy Principal above the schools allocation of 2 DP FTE is funded to support school strategic leadership with a particular focus on inclusive practices and the schools growing specialised learning faculty which currently comprises of 6 classes. Additional staffing also supports the implementation of targeted literacy and numeracy program in the engagement of additional Learning and Support Teachers.

The school has allocated significant funding across the school planning cycle to improvements in school learning environments and outdoor spaces. In 2020 2 significant projects were completed inclusive of artificial grass to an outdoor learning space and performance amphitheatre and resurfacing of the court spaces undercover to include an artificial multi-sports learning space for use in school sport and PDHPE classes.

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	136,541
Equity Total	526,013
Equity - Aboriginal	63,963
Equity - Socio-economic	196,659
Equity - Language	1,537
Equity - Disability	263,853
Base Total	10,122,055
Base - Per Capita	226,045
Base - Location	0
Base - Other	9,896,010
Other Total	637,732
Grand Total	11,422,341

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

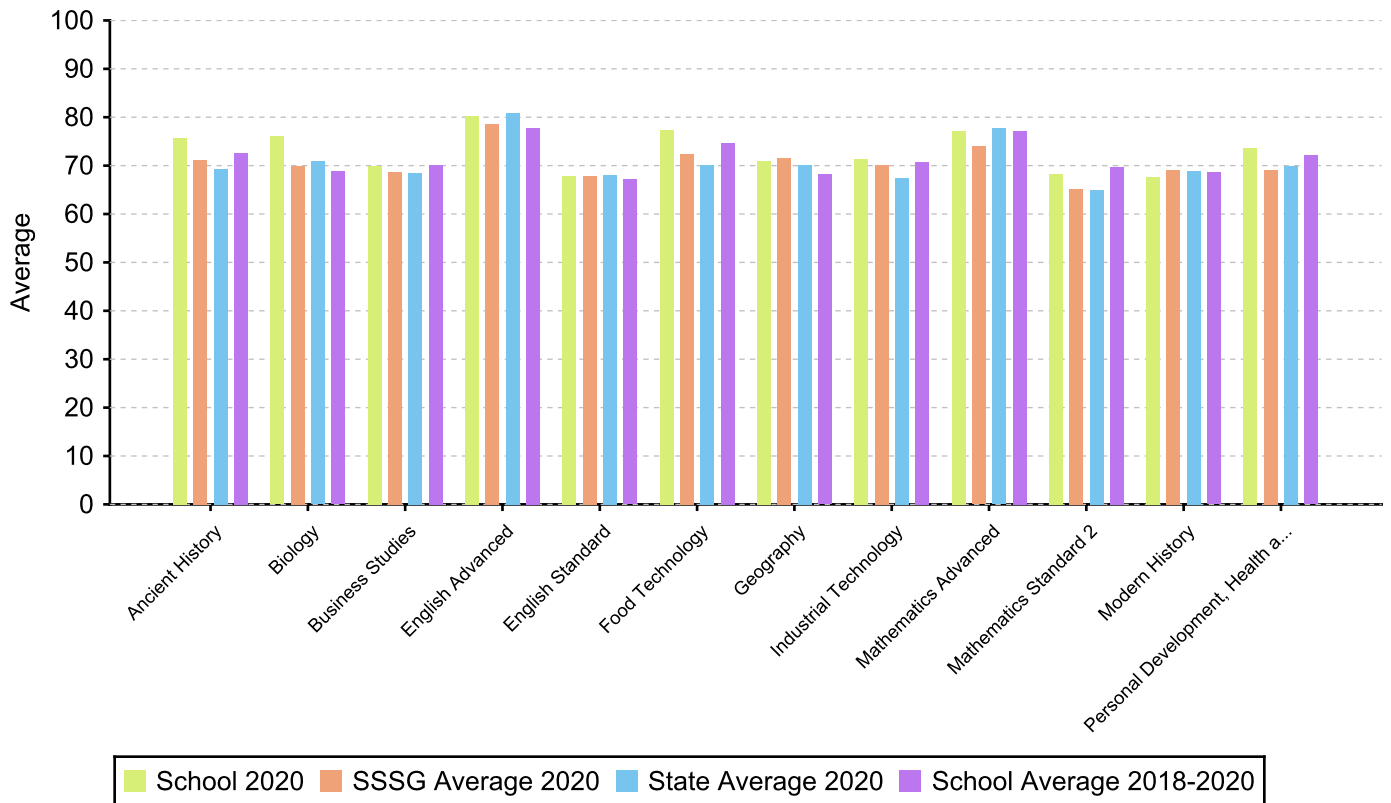
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

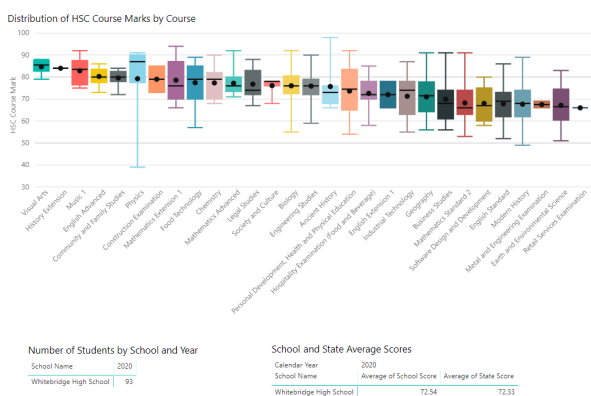
The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	75.7	71.2	69.4	72.6
Biology	76.0	70.0	70.8	68.8
Business Studies	69.9	68.6	68.6	70.2
English Advanced	80.3	78.7	80.8	77.8
English Standard	67.9	67.8	68.1	67.1
Food Technology	77.4	72.4	70.2	74.6
Geography	71.0	71.5	70.1	68.2
Industrial Technology	71.3	70.2	67.5	70.7
Mathematics Advanced	77.2	74.0	77.7	77.2
Mathematics Standard 2	68.2	65.2	64.9	69.7
Modern History	67.7	69.1	68.9	68.6
Personal Development, Health and Physical Education	73.6	69.1	69.9	72.1

Whitebridge High School supported 93 students to complete a range of courses across the 26 HSC examinable courses offered in a diverse school curriculum. Some students achieved dual credentials successfully completing both a

Certificate II or III VET framework course in addition to successful completion of their HSC. In addition to school wide growth in the average HSC score, the overall course performance saw achievement consistent with or above the state average in 65% of courses studied. The schools Dux of the HSC was Luke Wilson who achieved outstanding results with 4 Band 6 and 1 Band 5 receiving an ATAR of 95.8. Emily Egger achieved a State ranking in 2 Unit Ancient History in addition to her other strong performances resulting in an ATAR of 94.65. Strong performances and personal best achievements were secured by the class of 2020 supported expertly by their teachers despite significant disruption to their final year of secondary schooling. Strong transition pathways were achieved with students moving from school to work, TAFE and further Tertiary study.



In 2020, 93 students completed exams across 26 different HSC courses. Average student course mark has risen to 72.54 which is above the average state score.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Survey continues to serve as a measure of student engagement and provides information regarding overall parent satisfaction within the 7 domains of parent perspectives. 58% of parents agreed that they believed that their child was happy at school. 65% of parents were happy with the school's communication with email and Social Media being the most useful. 87% of parents believe that their child will finish their HSC at Whitebridge High School with 54% identifying that their child will attend university and 27% will go to TAFE. 2020 TTFM parent survey included the measure of Experiences of Learning from Home. Parents reported an overall positive satisfaction of between 50% and 70% in the areas of school support, student learning, resources, school contact and support information. Students' responses continue to improve in the measures of: Interest and Motivation, Values School Outcomes, Positive Behaviour at School, Positive Relationships, Sense of Belonging. Students believe that they have Positive Teacher-Student Relations, Advocacy at School, Positive Teacher-Student Relations, Positive Learning Climate and Expectations for success is all above NSW Government Norm and continues to rise. Staff who participated in the survey identified significant challenges to staff wellbeing. This can be attributed as a direct result of the challenges that COVID 19 placed on teachers and the continuous changes to their teaching practices. Teachers agreed that the school remained an inclusive environment but recognised the challenges that remote teaching placed upon them and their students. There is a shared understanding from students, parents and staff that the school provides an environment where positive relationships are valued and inspired. It is hoped that this positive trend will continue to improve in 2021.

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.