

2020 Annual Report

Warners Bay High School



8440

Introduction

The Annual Report for 2020 is provided to the community of Warners Bay 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

Warners Bay High School is a valued, dynamic learning community which enjoys strong support from the local community and from its alumni.

Students are actively engaged in their learning, resulting in assessment-capable learners with high expectations who challenge themselves to achieve their personal best.

A suite of specialised programs support the full range of learners providing quality education for all to ensure future-focused learners. Extensive co-curricular and extra-curricular programs reflect the value of diversity by responsible, productive citizens.

Ongoing professional learning for staff fosters a culture of passion, enthusiasm and continuous improvement in student learning outcomes.

School context

Warners Bay High School is a comprehensive school (7-12) with an enrolment of over 1300 students. The school was established in 1966 and enjoys a strong reputation in the community for the provision of its motto, "Quality Education for All."

The student profile is predominately Anglo-Saxon. 3.5% come from an Aboriginal background. 6% of students have a language background other than English. The most prevalent of the 25 languages represented are German, Czech, Italian and Macedonian.

Many families and staff have a long and strong connection with the school. The attendance profile for students has consistently been above state average for over ten years.

The previous School Plan (2015-2017) incorporated a number of initiatives and programs to lift the performance of students into the top two bands in the HSC, NAPLAN and VALID. These programs and initiatives, together with additional initiatives will continue and are documented in the 2018-2020 School Plan.

Internal data collected through surveys of staff, students and parents (2018), along with student focus groups as part of the Visible Learning Initiative, identified staff professional learning, staff reflections and analysis of external data, indicates a strong valuing of the school's rich and varied curriculum. These, together with the extensive co-curricular and extra-curricular initiatives and activities strengthen student learning outcomes. Of significant note, students indicate the wealth of cultural programs to develop student and staff knowledge and tolerance of individual difference. These include, but are not limited to NAIDOC celebrations, Sorry Day, Harmony Day, Student Exchange, MADD Nights, Soiree, ANZAC Day, Cultural Food Days and Charity Days. The range of sporting programs was valued most highly by all year groups.

Staff survey responses indicate strong support for and commitment to co-curricular programs to support and extend student learning and development. These include and are not limited to VLE/Brainfood, QLE, Student Interviews, Mentoring, HSC Study tutorials, the Bridging Course, Numeracy programs, Student Welfare and Homework Help.

Technology, computer accessibility, Bring Your Own Device (BYOD) practices and online learning access through Google Classroom are an integral component of school life across the school.

Together with our four partner primary schools, Warners Bay High School implements programs across the Community of Schools (CoS) to develop a coordinated approach to curriculum transition, a focus on student feedback, writing and student leadership programs to support Aboriginal students through our Junior Aboriginal Education Consultative Group.

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	Delivering
LEARNING: Student performance measures	Working towards 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

Students as Future-Focused Learners

Purpose

Warners Bay High School (WBHS) aims to produce highly successful lifelong learners through rigorous academic and rich extra-curricular and co-curricular programs, resulting in a high public profile of success. We endeavour to have every student actively engaged in meaningful, challenging and future-focused 21st Century learning experiences. Students achieve and thrive as creative and resilient learners and leaders, as well as confident, productive citizens.

Improvement Measures

- The school is moving towards strong value-added results significantly above state average and SSSG.
- Increased percentage of students scoring in the top two bands for NAPLAN Reading & Numeracy
- Staff survey indicates 4C's (creative thinking; collaboration; critical thinking; and communicating clearly in diverse mediums) incorporated into at least one lesson per week for 100% of staff.
- Visible Learning Walkthroughs indicate students present as engaged learners with high expectations and a growth mindset when questioned.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

- Implement whole school literacy plan
- Develop a whole school numeracy plan

Evaluation	Funds Expended (Resources)
<p><i>Has the whole school Literacy plan been effectively implemented? To what extent has the whole school Numeracy Plan been developed?</i></p> <p><i>Data Used to Assess Impact:</i> DP/HT meeting records, student focus groups, student work samples, evidence of school literacy and numeracy targeted focus skills in teaching programs, Best Start Year 7 data, Check-In Assessment data, NAPLAN data, surveys for staff and students.</p> <p><i>Analysis of Impact.</i> Through the analysis of Best Start Year 7 data, Check In Assessment data, NAPLAN data and discussions in structured meetings between DP's, HT's and teachers, the need was identified to support staff in building capacity around data literacy skills and the confident embedding of explicit Literacy and Numeracy strategies supporting Stages 3-5. Teachers were provided with an overview of key focus areas for each year group for 2020, with professional learning provided around various Department of Education online resources, including National Minimum Standards and Learning on Demand. New syllabuses have seen explicit reading and writing activities targeting deficits being integrated into new teaching and learning programs. The implementation of explicit literacy and numeracy strategies was evident across faculties. This will continue as a priority focus going forward. Many teachers indicated concerns around a lack of time to teach explicit literacy and numeracy skills considering the demands of covering syllabus content. Teachers were also keen to 'de-clutter' the curriculum to help focus on the most important concepts and skills needed for students to maximise their learning outcomes. These concerns are consistent with the findings and recommendations of the Department's current curriculum review. Teachers expressed enthusiasm for differentiated professional learning around literacy and numeracy, and cross-faculty collaboration was positively discussed. Visits to two of WBHS's partner primary schools saw best practice demonstrated around developing successful literacy and numeracy learners. Many WBHS teachers were keen to incorporate different classroom organisational structures, like 'the daily five'. In the Support Unit, teachers were interested in investigating using the Literacy and Numeracy progressions to track student growth. There has been good progress in the development and implementation of the Next Level Numeracy Strategy using</p>	<p>Most activities were resourced through current HR resources, teaching allocations, meeting time (Faculty meetings, Best Practice Teams, Whole Staff meeting, School Development Days).</p> <p>Professional learning funding was used to provide release time for teachers to conduct in depth data analysis, engage in targeted professional learning, and work collaboratively with colleagues to embed literacy and numeracy strategies into teaching and learning programs.</p> <p>Also see Strategic Direction 3, Process 1.</p>

Progress towards achieving improvement measures

the CUBES strategy. There is evidence in most faculties of word-based problem-solving activities being used to support students to better manage numeracy questions in Stage 4 programs.

Next Steps. The recently-developed reading and numeracy resources from the Department will continue to be utilised by teachers to support the explicit teaching of reading and numeracy (Year 7-10 focus). The expertise of Special Education and Learning Support staff in differentiation and learning adjustments will be utilised to support teachers in building in the teaching literacy and numeracy across key learning areas, especially with supported Stage 4 classes. De-cluttering the curriculum across core subjects in Stage 4 (which preempts anticipated reforms arising from the NSW Curriculum Review) should enable more time for the explicit, differentiated teaching of literacy and numeracy skills. Teachers will be provided with user-friendly data analyses clearly showing Year 7, 8 and 9 literacy and numeracy focus areas (aligned with the new system-negotiated student attainment and growth targets). The subsequent integration of explicit strategies into teaching programs will be monitored to ensure a whole school, consistent approach. The strengthening of student voice in the co-development of ideas, assessment and learning is an area for future focus. Greater student agency will be explored by building on independent learning skills developed in primary school through restructuring classrooms, closely examining assessment strategies and utilising the new future-focused furniture and spaces in multiple classrooms.

Process 2: Student Engagement and Participation

- Continue and extend extra and co-curricular activities.

Evaluation	Funds Expended (Resources)
As stated in the 2019 Annual Report, Process 2 was amalgamated into Process 1 (Literacy and Numeracy) and Process 4 (Welfare and Wellbeing) in 2020.	

Process 3: Visible Learning

- Continue Visible Learning focus including Walkthroughs with a focus on student learning with a growth mindset.

Evaluation	Funds Expended (Resources)
As stated in the 2019 Annual Report, Visible Learning was not a focus in 2020 as its elements have become embedded custom and practice in the school.	

Process 4: Welfare & Wellbeing

- Strengthen and extend welfare and well-being programs

Evaluation	Funds Expended (Resources)
<i>How were Wellbeing programs strengthened in 2020? Initiatives included:</i> The broadening of Wellbeing teams for each year group; streamlined Individual Education Plans (IEPs)/Learning Adjustment Registers (LARS) processes were implemented; simplified access to IEPs/LARS provided for staff (including professional learning for staff); gate greetings before school commenced as a trial in Term 1, then continued throughout the year; a school-wide consistent Google Classroom format was used to support, students, staff and families during the period of learning from home; weekly 'positive phone calls home' were made by teachers; phone calls made to Year 12 parents/carers in lieu of parent-teacher interviews (cancelled due to COVID); a Student Support Officer was employed full time; attendance and truancy procedures were revised and strengthened; a weekly breakfast club was established; a food hamper program commenced. Several regular	<p>The Learning and Support Teachers and the School Support Officer were funded by the Department of Education through the staffing entitlement.</p> <p>An additional Learning and Support Teacher was funded by the school for two days per week from Equity Funding (see Key Initiatives: Low Level Adjustment for Disability).</p> <p>Various programs and initiatives were</p>

Progress towards achieving improvement measures

programs were suspended or postponed due to COVID restrictions (eg. Breakfast Club, year-based variations to routine such as excursions and incursions).

Data Used to Assess Impact. Student surveys, forums, phone calls to parents/carers during the period of learning from home, Tell Them From Me, parent/carer feedback, staff surveys and focus groups, analysis of Sentral data, feedback from the Wellbeing teams and Best Practice teams.

Analysis of Impact. The school identified the need to review its Wellbeing and student behaviour management strategies to help strengthen student wellbeing and engagement. The school collaboratively developed and strengthened its whole approaches throughout Semester 2 for implementation in 2021. Key wellbeing focus themes that emerged were: Great Belonging, Great Respect, Great Choices and Great Learning. These are directly aligned with the DOE's Wellbeing Framework. Key Positive Learning Environment pillars that emerged - Be Safe, Be Respectful and Be Ready. The new Wellbeing teams have been more effective in supporting students immediate needs as they arise due to a more collaborative structure and streamlined communication. Through a coordinated collaborative-care approach, processes around the school's new Individual Education Plan/Learning Adjustment Register and associated collection of evidence have been strengthened. The 'positive phone calls home' have helped to build connection with families and were positively received. The breakfast club and the programs offered by the Student Support Officer have increased a sense of belonging and resilience for participating students.

Next Steps. Implement and monitor the revised Wellbeing and Positive Learning Environment strategies from the start of 2021.

funded from the school's Wellbeing budget allocation and managed by the HT Welfare.

Many activities were resourced through current HR resources, teacher allocations, meeting time (Faculty meetings, Best Practice Teams, Whole Staff meeting, School Development Days).

Process 5: Future Focused Pedagogy

- Teachers draw on research to develop and implement future focused teaching and learning strategies.

Evaluation	Funds Expended (Resources)
<p><i>What research was used to develop and implement future focused teaching and learning strategies? To what extent was this implemented across the school?</i></p> <p><i>Data Used to Assess Impact.</i> Academic research, Best Practice Team (Future Focused Pedagogy) meeting minutes, MyPL records.</p> <p><i>Analysis of Impact.</i> The school engaged widely in General Capabilities and Innovative Learning Environments (ILE) research. This included publications from Young, F., Cleveland, B. & Imms, W. (2020), Leighton, V. & Byers, T. (2020), Imms, W. (2018), Scoular, C. & Heard, J. (2018) and French, R., Imms, W., & Mahat, M. (2019). Using this research, the transformation of eight learning spaces into innovative learning environments was planned and implemented. These environments were completed during the vacation period at the end of 2020. Three staff members participated in professional learning focusing on the General Capabilities. Two staff members participated in professional learning on Project Based Learning through PBLWorks.</p> <p><i>Next Steps.</i> Future-focused pedagogies will be a major focus for the school in 2021. Project Based Learning will be launched to all Year 7 students through a pilot program where the Deputy Principal and Head Teacher History will team teach to two Year 7 classes at a time once per week in an innovative learning environment. The Future Focused Pedagogies Best Practice Team will work on the introduction of critical and creative thinking skills across all Key Learning Areas as well as developing a continuum to allow for the introduction of reporting on the General Capabilities.</p>	<ul style="list-style-type: none"> • \$79,380 (new future-focused learning spaces) • Professional Learning funds were used to support staff to access professional learning around the General Capabilities (see Strategic Direction 3, Process 1). • Many activities were resourced through current HR resources, teacher allocations, meeting time (Faculty meetings, Best Practice Teams, Whole Staff meeting, School Development Days).

Strategic Direction 2

Strong Community Support and Satisfaction

Purpose

Data collected from students, staff, parents and the community indicate satisfaction with the school's contribution to the community as a leading organisation for its impact on learning programs and continuous improvement.

Improvement Measures

- Parent, student and community satisfaction is improved.
- An increasing number of Alumni provide mentoring, coaching and support for students and staff

Progress towards achieving improvement measures

Process 1: Community and Culture

- Continue and extend cultural programs

Evaluation	Funds Expended (Resources)
<p><i>How have cultural programs been extended this year? What has been the impact on student outcomes and whole school culture?</i></p> <p><i>Data Used to Assess Impact.</i> Staffing records, Personal Learning Plans (PLPs), Junior Aboriginal Education Consultative Group (JAECG) meeting minutes, events, Tell Them From Me (TTFM) data, Aboriginal Education Committee minutes.</p> <p><i>Analysis of Impact.</i> Cultural programs were extended largely through the employment of an Aboriginal Education Worker (AEW) one day per week from Term 3 (delayed due to the COVID-10 pandemic); all Aboriginal students had a PLP developed collaboratively. regular JAECG meetings were held; JAECG members participated in a cultural activities day in August, enjoying activities including Aboriginal dot painting and beading. Due to COVID-19, the school was unable to hold a whole school assembly to acknowledge Reconciliation Week and Sorry Day as planned. Instead, the JAECG Presidents recorded a Sorry Day Address for the whole school. This address was shown to all students during roll call, improving knowledge and understanding of Aboriginal history for all students. To celebrate NAIDOC Week in November, a video made by JAECG students was shown to all students during roll call. The video explained the significance of NAIDOC and the theme for the year, improving the knowledge and understanding of Aboriginal culture for all students. TTFM data indicates 60% of Aboriginal students 'feel good about their culture'. There was a 100% increase in staff attending the Aboriginal Education Committee meeting in Term 3. Unfortunately Connecting To Country did not proceed in 2020 due to COVID-19. During Term 4, Aboriginal families and our local Kumaridha AECG were consulted in the planning and writing of the 2021-2024 Strategic Improvement Plan.</p> <p><i>Next Steps.</i> The school will continue to employ an Aboriginal Education Worker for one a week in 2021 to focus on connecting with community, extending cultural programs at the school, improving outcomes for Aboriginal students and further developing improved understanding of Aboriginal history and culture for all students. A tutor will be engaged to work with Aboriginal students around strengthening literacy and numeracy skills. The school will continue to support a range of activities such as co-curricular programs, celebration days. The profile of the JAECG will be raised in 2021.</p>	<p>See Key Initiatives: Aboriginal Background Loading.</p> <p>Many activities were resourced through current HR resources and meeting time (Faculty meetings, Best Practice Teams, Whole Staff meeting, School Development Days).</p>

Process 2: Communication

- Continue and embed effective, inclusive communication structures

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p><i>Key Question: What inclusive communication structures have been embedded across the school? How effective have they been?</i></p> <p><i>Data Used to Assess Impact.</i> SharePoint analytics, Google Classroom pages, school website, Bay Bulletin, School Bytes, Sentral email, Yr 12 phone calls, COVID calls, weekly positive call home, curriculum video presentations for parents, regular COVID updates, LARS and NCCD processes, Achievement Booklet online, Communicator, DP/Teacher focus groups, student focus group, student and parent surveys, TTFM data, P&C meeting minutes.</p> <p><i>Analysis of Impact.</i> Significant improvements have been made in 2020 in relation to student, parent and staff communication, with very positive feedback received. Enhanced systems have proved very effective in contributing to communication improvements.</p> <ul style="list-style-type: none"> • The format and functionality of the school website was improved and regularly updated. Verbal feedback from parents and the community praised the new look website. • The annual Achievements Booklet was created electronically and published online for the first time in 2020. This communication tool received very positive feedback and successfully promoted school activities and success. • SchoolBytes for variations to routine was introduced in a trial phase in Term 4 2020. Initial feedback was very positive in relation to simplifying and streamlining the Variation to Routine process. • Google Classrooms was set up and used for every subject across Year 7 - 12. Staff worked extremely hard to implement remote learning during March, April and May due to COVID-19, with Google Classroom being instrumental in this delivery method. Google Classroom continued to be used for the remainder of 2020, enhancing future-focused learning opportunities. • Communication with parents was enhanced through weekly positive phone calls home by teachers. • During remote learning in March, April and May, phone calls to all Year 12 parents were implemented to support these students during an unprecedented HSC year. Learning and Support teams for each year group monitored student wellbeing and engagement, also making an enormous number of phone calls to support students. • Parents were sent regular updates on the developing COVID-19 restrictions in schools via email. • SharePoint was implemented and embraced by all staff in 2020. This has led to improved staff collaboration and communication. • Staff collaboration within faculties was vitally important during remote learning due to COVID-19. School executive have reported that faculties pulled together to assist each other during this very demanding time. Staff were surveyed about the strengths and areas for improvement over the period of remote learning. This feedback was discussed in faculties meetings and then workshopped during executive meetings. • Staff feedback was sought through structured DP/Teacher meetings, which enabled staff to discuss current pedagogies used within their faculties and brainstorm ideas for future directions. • Improved support to students with disability was implemented in 2020 with a review and relaunch of the LARS process and collection of Nationally Consistent Collection of Data (NCCD). • Due to COVID-19, subject selection could not run with the usual 'market stalls'. Staff created a virtual subject selection through the production of promotional videos for all Year 11 2021 subjects, as well as Q&A sessions with parents via Zoom, and information videos produced by the Careers Adviser and Deputy Principals. Year 10 students participated in a pathways meeting with an executive staff member to assist with the subject selection process. A Deputy Principal information booklet and an updated course booklet was also created for Year 8 2021 and Year 9 2021 subjects. Feedback from students and parents was very positive. 	<p>Many activities were resourced through current HR resources, teacher allocations, meeting time (Faculty meetings, Best Practice Teams, Whole Staff meeting, School Development Days) and/or through School Operational Funding (eg. SchoolBytes).</p>

Progress towards achieving improvement measures

- In the quest for continual school improvement, all students were asked to complete a comprehensive survey on school priorities. Small student focus groups were conducted to gain a greater insight into student responses and value the importance of student voice. In addition, students participated in TTFM surveys through PDHPE lessons.
- Parent surveys were also conducted, with communication from the school rating as the most positive, particularly around the positive tone and regular COVID updates.
- Best Practice Teams met regularly despite the difficulties arising from COVID-19 restrictions. These teams collaborated cross faculty and progressed school focuses such as future focused learning, literacy and numeracy.
- A budget committee was formed and met each term.
- The WBHS Parents and Citizens' (P&C) Committee continued to meet monthly via in person initially and then via Zoom due to COVID-19 restrictions. The P&C provided an avenue for community voice and feedback to the school.
- The Bay Bulletin, which was relaunched in the new format in late 2019, continued to be refined and improved in 2020, and was published three times each term. It was very well received, providing the community with important information, recognition of achievements and direct links to key pages on the school's website.

Next Steps. Enhanced communication systems and processes will be continued and refined in 2021. School Bytes will be introduced to all staff for use with Variation to Routine. Best Practice Teams will continue to facilitate opportunities for cross faculty communication and collaboration. TTFM surveys will be utilised to survey students and compared against baseline data. Systems and processes to enhance individualised support to students will continue to be refined in 2021, including parents participating in the Year 10 pathways interview as part of the subject selection process.

Process 3: University of Newcastle Hub

- Continue University of Newcastle Hub Partnership program.

Evaluation	Funds Expended (Resources)
<p><i>What has been the impact of the school's participation in the University of Newcastle Hub program on teaching practice?</i></p> <p>Data Used to Assess Impact. Research questions, academic articles, pre-service teacher profiling surveys, pre-service teacher attendance records, HR records related to Numeracy specific staffing.</p> <p>Analysis of Impact: The school engaged in a strong partnership with University of Newcastle to utilise current data to improve professional experience practices. Delays were experienced due to COVID-19 restrictions, resulting in a Term 4 start for this research. Findings are to be shared with schools in the region and other Hub partners to improve the consistency and quality of professional experience to ensure it is the most useful tool to prepare teachers for their teaching careers. The school hosted 19 pre-service teachers in 2020 to complete professional experience courses. 74% of these students were undergraduates and 26% were postgraduate. First placement consisted of 6 students (32%), Second placement consisted of 4 students (21%) and Final placement consisted of 9 students (47%). As a result of feedback, a Numeracy resource was developed for Teacher Education Students and Early Career Teachers to support their classroom practice. This resource will develop confidence in delivering numeracy content across all Key Learning Areas.</p> <p>Next Steps. The school's partnership with University of Newcastle will continue in 2021. Research started in 2020 will continue in 2021, with Face-to-face interviews planned for Term 1. Data analysis and publication of findings are projected to be completed mid-2021. Dissemination of the Numeracy resource will take place in Semester 1 2021, accompanied by</p>	<p>\$111,933 (University of Newcastle Hub grant).</p>

Progress towards achieving improvement measures

professional learning opportunities to support Teacher Education Students and Early Career Teachers using this resource.

Strategic Direction 3

Teachers as Leaders of Learning

Purpose

Warners Bay High School aims to ensure that students are motivated, supported and inspired by teachers who are passionate about their subject area. Teachers will practice and plan for the ongoing learning and development of each student in their classes through evidence-based teaching strategies. Teachers will enthusiastically and willingly contribute to the school learning culture and the sharing of skills expertise through mentoring, coaching and observing of each other's practices. Teachers will maintain professional awareness, actively engage in their ongoing professional learning and development, and share their learning with colleagues and staff in other schools.

Improvement Measures

- Research and evidence informs teaching practice.
- Teaching and Learning programs show evidence of action based on feedback on teaching practices
- Leadership opportunities are provided to all staff.

Progress towards achieving improvement measures

Process 1: Professional Learning

- Structure Professional Learning programs for all staff incorporating research to inform teaching practice.

Evaluation	Funds Expended (Resources)
<p><i>What professional learning has been provided to staff this year? What has been the impact on classroom practice? To what extent have staff engaged in the school's professional learning plan?</i></p> <p><i>Data Used to Assess Impact.</i> Teaching and Learning programs registration evaluations, student assessment data, work samples, staff survey data, professional discussion records, Instructional Leadership focus area records/data, BP teams, faculty meetings, use of the PL budget, DP coffee chats, School Development Days and Twilight Professional Learning sessions, professional learning around leadership development (see Process 2).</p> <p><i>Analysis of Impact.</i> In 2020, teachers engaged with professional learning activities that focused on whole school improvement including data analysis, literacy, numeracy, differentiation, assessment, effective feedback and the quality teaching and assessing cycle. Professional learning for teachers targeted future focused teaching and learning, project-based learning, behaviour management and positive learning environments as well as High Potential and Gifted education. Teachers engaged in professional learning through a range of online platforms and meeting spaces due to COVID-19 restriction on face-to-face meetings. This enabled teachers to access a wide variety of learning experiences over varying times sessions to better suit their needs. As a result, teachers collaborated and shared experiences, resources and strategies to improve teaching and learning programs. Strategies and resources for literacy and numeracy have continued to be strengthened in teaching and learning programs across KLAs. Additionally, teachers are working together to implement consistent practices for whole school improvement. Community of Schools teachers engaged in numeracy professional learning lead by the Deputy Principal which focused on problem solving strategies. As a result, partner Primary Schools were better resourced to support improved numeracy outcomes for students through effective resources and strategies and a consistent approach to the explicit teaching of numeracy problem solving using the CUBES strategy.</p> <p><i>Next Steps.</i> In 2021, professional learning will continue to be strengthened in the areas of literacy, numeracy and future-focused learning and lead by the</p>	<p>Some activities were resourced and supported as part as staff roles and responsibilities.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$97585.00)

Progress towards achieving improvement measures

Deputy Principals as instructional leaders. Head Teachers will continue to build capacity through leadership of Best Practice teams and professional learning in these areas. Further professional development will focus on behaviour management and positive learning environments to support consistent whole school practices and improved outcomes for learning, wellbeing and school culture.

Process 2: Leadership

- Implement Instructional Leadership programs for executive.

Evaluation	Funds Expended (Resources)
<p><i>What instructional leadership programs for executive were implemented across the year? How did these programs help build staff capacity?</i></p> <p>Data Used to Assess Impact. Senior Executive attendance at New Principals Conference, ConnectED Conference (3), DP Professional Learning Days, DP Induction (1), DP/HT Executive Planning Days, Leadership in Numeracy and Leading Secondary Writing, Executive training in High Potential and Gifted Education, self-reported participation in online learning.</p> <p>Analysis of Impact. Whilst formal opportunities for collegial professional development in this focus area were somewhat curtailed by COVID-19 restrictions, there were many opportunities for Executive staff to consolidate their leadership practices through online professional learning and practical application, including: the performance of key whole school and faculty Head Teacher responsibilities, the leadership of Best Practice teams, relieving Deputy Principal/Principal opportunities, School Excellence Framework self-assessment. Members of the Executive staff consolidated and expanded their leadership skills, knowledge and capacity through participation in formal training (online and in Executive Meetings), and intensive practical experience. Each of the DP's assumed instructional roles in either Literacy, Numeracy or Future-Focused Learning. The DP's led specific professional learning for executive and teachers throughout the year, with a particular focus on improving student outcomes in targeted areas. As a result, staff were able to more confidently integrate key strategies into their teaching and learning programs.</p> <p>Next Steps. Continue to provide targeted leadership programs and opportunities for executive staff in 2021. These will include leadership of whole school priority areas, opportunities to relieve in higher duties and completion of high quality professional learning.</p>	<p>Most activities were resourced through current HR resources and meeting time (Faculty meetings, Best Practice Teams, Whole Staff meeting, School Development Days).</p> <p>Professional Learning funding was used to provide access to professional learning for staff, such as conferences and courses. Also see Process 1.</p>

Process 3: • Increase training in mentoring and coaching for all staff.

Evaluation	Funds Expended (Resources)
<p><i>Has training in mentoring and coaching for all staff increased this year? What has been the impact?</i></p> <p>Data Used to Assess Impact. The performance and development cycle including observation of classroom practice and leadership; records of collegial discussions from meetings to support professional practice. Early career teacher meetings, minutes and records; supervision of pre-service teacher records.</p> <p>Analysis of Impact. Teachers engaged in professional learning to consolidate mentoring and coaching knowledge, skills and practices. Formal training of new staff members in mentoring and coaching practices was implemented and opportunities for teachers to employ mentoring and coaching principles through the supervision of pre-service teachers has continued. Formal mentoring of Early Career Teachers remained a focus. Fifteen pre-service teachers were supported through coaching and mentoring. Five Early Career</p>	<p>See Key Initiatives: Support for Beginning Teachers.</p> <p>Many of these activities were resourced as part of staff roles and responsibilities.</p>

Progress towards achieving improvement measures

Teachers were successfully supported through the provision of appropriately targeted mentoring to achieve Proficient Teacher accreditation with three additional teachers supported through initial stages of accreditation at Proficient Teacher in preparation for 2021.

Next Steps. In 2021, formal training of new staff members in mentoring and coaching practices will be implemented. Opportunities for teachers to employ mentoring and coaching principles through the supervision of pre-service teachers will continue.

Process 4: • Expand leadership opportunities for staff aspiring to higher levels of Highly Accomplished or Lead.

Evaluation	Funds Expended (Resources)
<p><i>How have leadership opportunities for staff aspiring to higher levels of accreditation been expanded this year? What has been the impact?</i></p> <p><i>Data Used to Assess Impact.</i> Participation in external professional learning addressing higher levels of accreditation; information sessions conducted on the processes and requirements of higher levels of accreditation; potential aspirants provided with relieving HT opportunities; facilitation of networking opportunities.</p> <p><i>Analysis of Impact.</i> A number of staff attended information sessions addressing higher levels of accreditation conducted within the school. One aspirant attended an external training session. All staff registered concerns about the requirement for extensive documentation of their activities in order to achieve or maintain higher levels of accreditation. Participants were able to clarify their career aspirations and make informed decisions about the pathways they intend to pursue. Most have opted to pursue the traditional Head Teacher pathway to fulfill their leadership ambitions.</p> <p><i>Next Steps.</i> Continue to identify and support staff aspiring to higher levels of accreditation.</p>	<p>These activities were resourced and supported as part as staff roles and responsibilities.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Also see Strategic Direction 2 Process 1.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$37 307.00) 	<p><i>How was funding used to help meet the wellbeing and learning needs of Aboriginal students?</i></p> <p>1) An Aboriginal Education Worker (AEW) was employed two days per week to support the welfare and cultural needs of students. This resulted in increased participation in cultural activities. Students had a PLP meeting to discuss and develop goals for 2020. The AEW also checked in with students when school returned after the COVID lockdown. 2) A small group maths tutoring program was implemented to support the numeracy development of 8 students. All Year 10 students involved achieved a level 3 or 4 in the National Minimum Standards test. 3) Support for students to produce a video for Sorry Day and NAIDOC Week in lieu of whole assemblies due to COVID. Five students were involved in this project. 4) The facilitation of NAIDOC activities for each year group of Junior AECG students. 26 students were involved across two days. Students participated in contemporary painting, weaving and scone making. 5) The development of a contemporary artwork created by Junior AECG students and the AEW. 6) Junior AECG office bearers attended the opening of the Resurgence Exhibition where the possum cloak the students had made in 2019 was displayed. Four students represented the school at the opening.</p> <p><i>Data Used to Assess Impact.</i> VALID 8 and 10 data, observations, parent feedback, National Minimum Standard data, attendance of students at cultural activities, Personal Learning Plans.</p> <p><i>Analysis of Impact.</i> Five students successfully completed their HSC in 2020. Two Year 11 students were successful in obtaining a traineeship or employment. In VALID 8-83.3% of Aboriginal students scored Level 4 or above. This was 51.1% above the state average and 44.6% above statistically similar school groups. In VALID 10, 66.7% of students achieved a Level 4 or 5 (21% higher than the state average). The Tell Them From Me survey indicated that 60% of Aboriginal students strongly agree/agree that they feel good about their culture when at school.</p> <p><i>Next Steps.</i> Continue support for our Aboriginal students through the employment of an AEW and maths tutor; develop of a yarning circle and cultural space; conduct cultural activities each term and whole school activities during NAIDOC week and on Sorry Day; hold PLP meetings with students and parents using the new template developed by Speaking in Colour; continue participation in Kumardha local AECG meetings.; continue acknowledgement and promotion of</p>

Aboriginal background loading	<p>Also see Strategic Direction 2 Process 1.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$37 307.00) 	<p>Aboriginal culture throughout the school.</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$4 610.00) 	<p><i>How was ELP funding used to support the English language learning needs of EAL/D students?</i></p> <ul style="list-style-type: none"> • An English as a Second Language or Dialect (EAL/D) trained teacher provided four periods of support per week to five students. In-class and individualised support was provided to two students while three other students opted for weekly drop-in assistance only. • A Chinese speaker provided support for two periods per week to identified EAL/D students. • A language tutor was employed for 1.5 hours a week to support EAL/D students and also offered "drop-in sessions" at recess. • An EAL/D trained teacher was employed for an additional four periods per week for specific subject support. • Language Background Other Than English (LBOTE) and arrival data was recorded through our enrolment processes. • Teachers compiled and updated EAL/D phases on ERN twice per year. • EAL/D teacher identified, prioritised support according to identified needs as noted in Sentral/Sharepoint. • Mainstream work was differentiated with class teachers as needed. • Accurate data was maintained in order to complete EAL/D Annual Survey and LBOTE Census. • Liaised with parent at weekly intervals on gaps in student's knowledge and record on Sentral. • EAL/D teacher shared arrival, enrolment, LBOTE and phase data with subject teachers. • EAL/D Department of Education specialist teacher provided advice and attended WBHS for half a day of professional learning with EAL/D teacher. <p><i>Data Used to Assess Impact.</i> Minutes from meetings, in-class observation, Semester 1 and 2 reports, assessment task achievement, attendance at Homework Help Program, Year 9 Check-In Assessments, Best Start data, school attendance, Sentral notifications, VALID 8 and 10 data, observations, parent feedback, National Minimum Standard data, attendance of students at weekly check-in meetings. Student progress was recorded in minutes from the weekly ESL meetings and parent phone calls.</p> <p><i>Analysis of Impact.</i> All students had improved English proficiency as a result of EAL/D support. Students accessed wellbeing support when needed. Attendance of all EAL/D students was more than 90% in 2020. The individualised EAL/D support lifted student achievement between the Semester 1</p>

English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$4 610.00) 	<p>and Semester 2 Reports and resulted in greater social integration with peers as a result of stronger English proficiency.</p> <p><i>Next Steps.</i> In 2021, the ESL teacher will support students by differentiating assessment tasks, providing weekly check-ins paired with one-on-one support in the classroom while liaising closely with parents/carers. The activities in 2020 highlight the need for continued support and structured weekly meetings for ESL students to raise issues of concern about subjects, work or wellbeing needs.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$107 385.00) 	<p><i>How was Low Level Disability Funding used to support students in mainstream classes with additional learning and support needs and what was the impact?</i></p> <p>1) An additional Learning and Support Teacher was employed two days per week to work with identified students and classes. Approximately 30 YARC tests (reading for comprehension tests) were completed to identify the type and intensity of support students needed. Throughout the year 20 students were supported in withdrawal groups. Considerable support was provided to students during and after the six weeks of learning from home due to COVID-19. Support was also given to identified students around the national minimum standard tests. Data sources used to evaluate the impact of these initiatives include: national minimum standard results, NAPLAN data, learning and adjustment registers, and Learning Support Team referrals. A comparison of previous and current YARC tests showed significant growth for some students or at least maintaining growth with peers. In 2021, analysing data from SCOUT and internal sources will help ensure students can be identified and supported.</p> <p>2) A Student Engagement Adviser (SEA) was employed four days per week. Identified students were provided with individualised support in setting goals both short term and long term, researching potential tertiary pathways, writing cover letters and resumes, accessing external supports within the community, accessing TAFE courses and developing skills in job seeking, given work experience opportunities and mediation with family and carers to assist and support school attendance. Identified students were supported with opportunities to gain their White Card qualification and assisted in researching and networking with contacts when identifying tertiary study or industry pathways. Data used to assess the impact of these initiatives include: feedback survey for students to complete at conclusion of support; transition documentation forms; interviews with students, deputy principals and parents/carers at the beginning and completion of support; Sentral data. Evidence</p>

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$107 385.00) 	<p>of impact includes: 90% of identified students completed the SEA program and pursued short term goals set during SEA sessions; completion of short-term goals set by students led to greater self-confidence and self worth; 70% of identified students improved their attendance as well as negative behavioural cycles.; the development of appropriate programs and opportunities for students in the Special Education Unit led the SEA to increase involvement with students in Years 10, 11 and 12; successful partnerships were built with workplaces and Hunter TAFE; six senior students with attendance concerns were supported to continue schooling; 80% identified students who required transition support successfully gained full time employment in the workforce or at TAFE. 2021 will see the development of a referral system for access to engagement courses. This aims to enable an increase in students accessing such support.</p> <p>3) A Senior Study Coordinator was employed for two days per week in addition to two days funded from the Library staffing entitlement. Key initiatives included: supervising the senior study area in the library; weekly study workshops offered to all HSC students on topics such as study timetables, summaries, time management, procrastination; online study workshops were offered to all stage 6 students during the period of learning from home; assistance preparing for assessment tasks on a one-on-one basis. Data used to assess the impact of these initiatives included: surveys (start and end of the year); conversations with students, which highlighted needs and led to the development of focused workshops; conversations with teachers to identify areas of need and help students with upcoming tasks and missed work; and Sentral data. Evidence of Impact: survey results showed students felt more prepared for assessment tasks and HSC examinations due to Senior Study support. Students stated they felt supported to catch up on work missed during the period of learning from home. Future focus areas include: a more formal program of study skills to be developed and provided; workshops will be offered several times per week to cater for more students; input from staff will be sought regarding how the Senior Study can support learning in their KLA; a more structured environment will be developed regarding rules and procedures; more resources to be available for students.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$149 473.00) 	<p><i>How was socio-economic funding used to support the learning needs of students, and what was the impact?</i> Key initiatives included:</p> <p>1) A Technical Support Officer (TSO) was employed (full time). Key roles included:</p> <ul style="list-style-type: none"> • Chromebook Loan Initiative (CLI) - in excess of 100 Chromebooks were loaned to students during COVID to support a continuity

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$149 473.00) 	<p>of learning for all students.</p> <ul style="list-style-type: none"> • Broadening of student-only support to parent/carer/student support during the period of learning from home. By providing access to parents through email/phone and zoom, parents were able to support their child's learning with virtual support from the TSO. More than 100 families were provided one on one support through this process. • Promotion, set-up and maintenance of a range of online applications to support students learning across all KLAs (1350 students). • maintaining the school's IT infrastructure. • supporting students and staff as required with IT-related issues. <p>Data used to assess the impact of these activities included: spreadsheets and associated databases for the allocation and tracking of resources; UDM (Universal Data Management System) to provide an overview of resources, resource usage, allocation and troubleshooting. Analysis of Impact: a) The use of Chromebooks made it possible to stretch the resources over a larger number of students. b) The Chromebook Loan Initiative ensured effective use of technology by students and supported by parents through online monitoring and feedback. c) Through promotion of Adobe Creative Suite, students and teachers had access to the latest versions of software. With the single sign-on transition, accounts were linked to the same cloud-based portal hosted by Adobe. This significantly reduced costs for students and increased ease of access. Focus areas for 2021 includes continued support of the Chromebook program; provisioning the library and various faculties with additional Chromebook trolleys; developing an online Chromebook loan system.</p> <p>2) Six additional Year Advisers (YA) were engaged to support the wellbeing of students. Given the large size of each year group, the additional YA's considerably increased the capacity to support more students across a range of wellbeing issues at an individual, small group and cohort level. YA's provided key information at Wellbeing Team meetings, leading to targeted support for identified students. YA's also led whole-year activities throughout the year.</p> <p>3) Three teachers successfully applied for the new school-created role of Student Welfare Officer (SWO), and were allocated two periods per week to help support students with lower-level behavioural and wellbeing issues. SWO's were integral members of the Wellbeing Teams and provided proactive and reactive individual and group-based intervention strategies.</p> <p>4) Socio-economic funding contributed to an additional Year 9 class being maintained following slightly less student enrolments than anticipated and the subsequent reduction in</p>
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Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$149 473.00) 	<p>staffing entitlement. This reduced overall class sizes and prevented a new whole school timetable being developed in a year where the cohort was settled despite navigating an unprecedented year of change and uncertainty due to COVID.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$31 640.00) 	<p><i>In 2020, how was the funding used to meet the individual needs of beginning teachers?</i> Beginning Teacher Support Funding was used to support the induction and professional development of one permanent and four temporary members of staff. Funding was used for ongoing mentoring support and to provide professional learning in areas targeted in individual Performance and Development Plans. Release time was provided to allow Early Career Teachers (ECT's) to engage in collaborative practices, observe the lessons of colleagues, refine classroom management practices, assess and evaluate students' work and receive constructive feedback. Two of the early career teachers also used funds to compile evidence to support their applications for mandatory accreditation at Proficient Teacher with NESA.</p> <p><i>Data Used to Assess Impact.</i> Data sources included feedback from the five ECT's and their assigned mentors; documentation relating to the individual ECT's participation in formal professional learning courses; documentation relating to participation in the WBHS Early Career Teacher Induction Program; documentation relating to formal observations of the ECTs' classroom practice conducted by mentors, supervisors and the Principal; completed Performance and Development Plans; and applications for accreditation at Proficient Teacher.</p> <p><i>Analysis of Impact.</i> The availability of Beginning Teacher Support Funding had a significant impact on the ECTs' knowledge, skills and teaching practices. Due to the imperatives associated with remote learning due to the COVID-19 lockdown and the online delivery of courses, 2020 was a period of intense professional learning for all staff, including the ECTs. Performance and Development Plans were quite fluid and there were many opportunities for quality professional learning available at low or no cost. All five ECTs actively participated in these learning experiences and they were supported in these endeavours by their Head Teachers and Mentors. This had a positive impact on the ECTs' confidence and ability to operate effectively in the online learning environment. A more uniform approach to the induction of Early Career Teachers was adopted at WBHS throughout 2020 with 80% of ECTs reporting a high level of satisfaction with the support provided by their mentors, Head Teachers and various other support personnel. Two ECTs were successful in their applications for accreditation at Proficient</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$31 640.00) 	<p>Teacher standard.</p> <p><i>Next Steps.</i> Further refinement of the whole school approach to the induction and professional development of Early Career Teachers is required to ensure that all mentors are adequately prepared and supported when performing their roles and adapting their approaches to address the specific needs of each ECT. The formal induction program should be expanded to take advantage of the skills and expertise of a broader range of staff members to further enhance the experience of the ECTs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	636	671	677	663
Girls	643	620	615	638

Student attendance profile

School				
Year	2017	2018	2019	2020
7	94.5	94.2	94.3	94.8
8	92.1	93	92.2	93
9	92.2	91.9	92.2	93.1
10	91.3	90.7	90	92.5
11	91.8	91	92.4	91
12	94.1	93.3	92.5	93.7
All Years	92.6	92.4	92.3	93
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	4	5
Employment	3	12	18
TAFE entry	3	7	2
University Entry	0	0	68
Other	0	0	0
Unknown	0	0	7

Year 12 students undertaking vocational or trade training

11.76% of Year 12 students at Warners Bay High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97.2% of all Year 12 students at Warners Bay High School 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)	2
Head Teacher(s)	14
Classroom Teacher(s)	67.5
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	17.57
Other Positions	1.2

*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.

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	908,586
Revenue	14,322,195
Appropriation	13,987,213
Sale of Goods and Services	6,470
Grants and contributions	322,065
Investment income	1,710
Other revenue	4,738
Expenses	-14,300,907
Employee related	-13,189,939
Operating expenses	-1,110,968
Surplus / deficit for the year	21,288
Closing Balance	929,874

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.

\$217,241 of the total carried forward is funding specifically tied to the Newcastle University Hub Partnership Grant. \$226,000 was set aside towards the end of 2020 for identified projects to be completed in 2021.

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	199,983
Equity Total	440,974
Equity - Aboriginal	37,307
Equity - Socio-economic	149,473
Equity - Language	4,610
Equity - Disability	249,584
Base Total	12,414,206
Base - Per Capita	315,123
Base - Location	0
Base - Other	12,099,083
Other Total	458,231
Grand Total	13,513,394

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

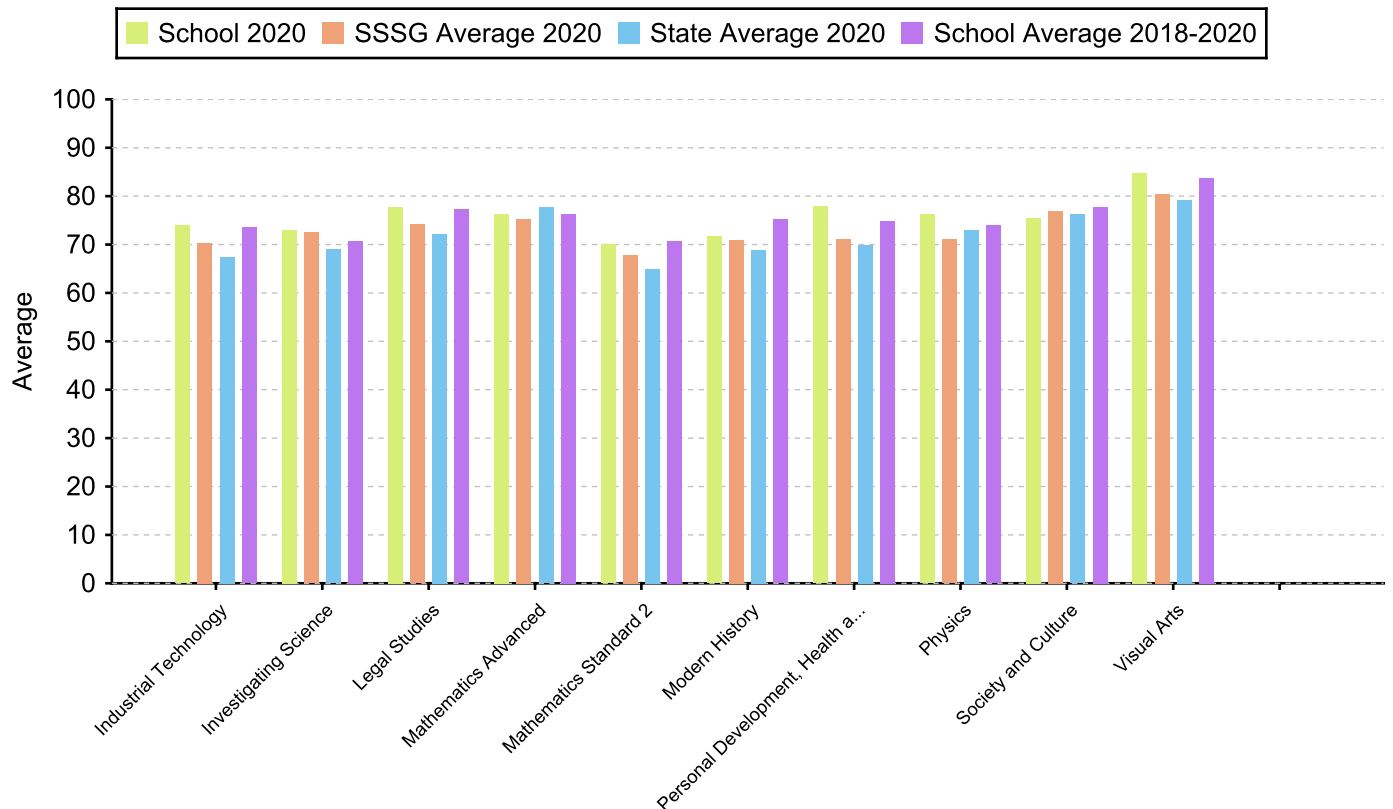
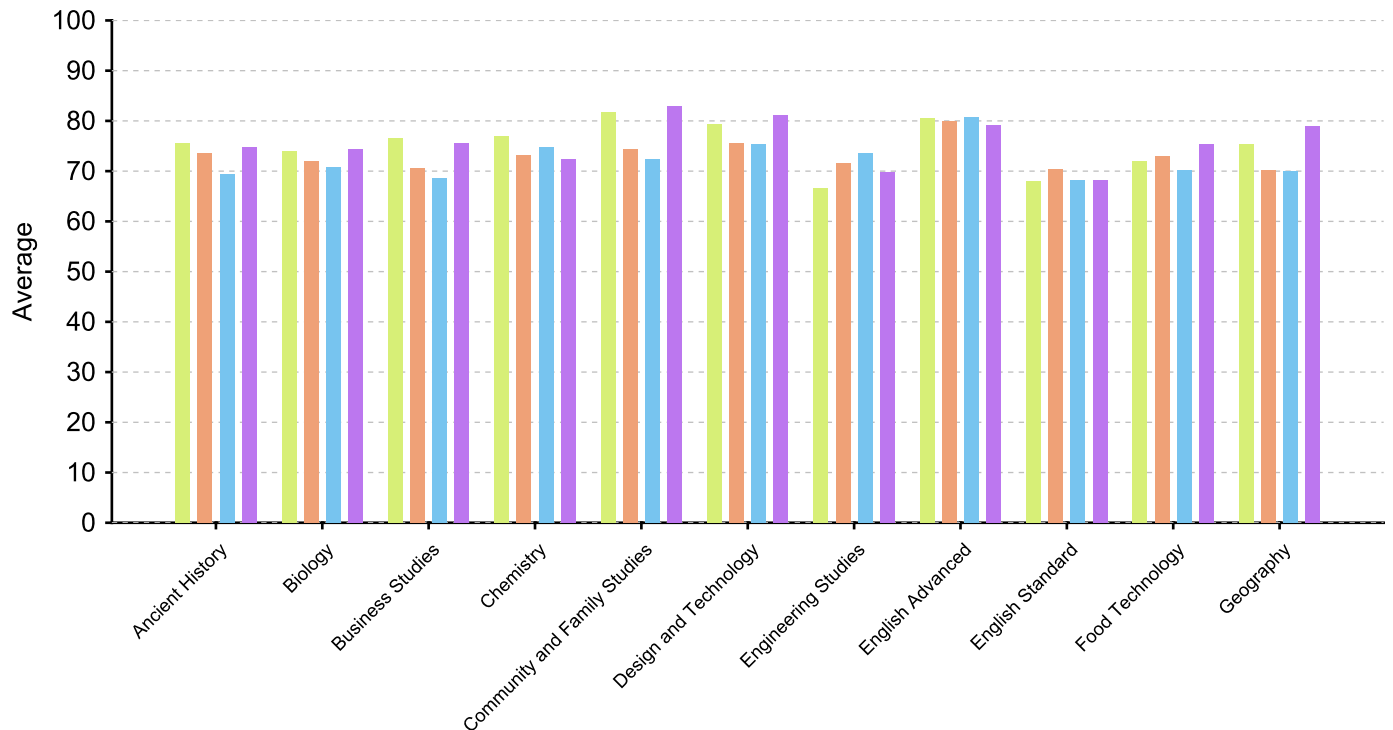
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	75.5	73.6	69.4	74.7
Biology	73.9	72.0	70.8	74.4
Business Studies	76.6	70.5	68.6	75.5
Chemistry	77.0	73.2	74.8	72.3
Community and Family Studies	81.8	74.3	72.4	82.9
Design and Technology	79.3	75.5	75.4	81.1
Engineering Studies	66.5	71.6	73.6	69.8
English Advanced	80.6	80.0	80.8	79.2
English Standard	67.9	70.5	68.1	68.2
Food Technology	72.0	73.0	70.2	75.4
Geography	75.3	70.1	70.1	79.0
Industrial Technology	73.9	70.3	67.5	73.6
Investigating Science	73.0	72.5	69.0	70.8
Legal Studies	77.7	74.2	72.1	77.2
Mathematics Advanced	76.3	75.2	77.7	76.3
Mathematics Standard 2	70.0	67.8	64.9	70.7
Modern History	71.7	70.9	68.9	75.2
Personal Development, Health and Physical Education	77.9	71.1	69.9	74.9
Physics	76.2	71.0	73.0	73.9
Society and Culture	75.5	76.9	76.2	77.8
Visual Arts	84.8	80.4	79.2	83.8

Parent/caregiver, student, teacher satisfaction

In 2020, students, staff and parent/carer feedback was sought on a wide range of school issues as part of the school's extensive Situational Analysis to help inform the development of the 2021-2024 Strategic Improvement Plan. Methods included:

- Students: focus groups, online surveys, Tell Them From Me survey, meetings with student leadership groups.
- Staff - focus groups, surveys, meetings, informal conversations.
- Parent/Carers - survey, phone calls, emails, informal conversations, P&C meetings.

Key findings:

- Students: Tell Them From Me results were above state norms in areas such as: positive relationships; effective learning time; positive teacher-student relations; positive learning climate; advocacy outside of school; experiences of remote learning. Future focus areas: belonging, intellectual engagement, relevance, challenge, explicit teaching and feedback. Surveys and focus groups showed that greater consistency is needed around managing student behaviour and the need to review the commendation system.
- Staff: Future-focused learning - many staff are keen on new design spaces and to learn more about project-based learning; greater choice around assessments was identified as important. Literacy - de-clutter the Stage 4 curriculum; greater flexibility needed with the curriculum; staff keen to embed quality assessment strategies to track progress; Numeracy - positive feedback about CUBES; many teachers expressed enthusiasm for collaboration across KLA's and with WBHS's partner primary schools.
- Parent/Carers: The areas in which the school is doing best: communication, learning environment, variety of subjects/electives, wellbeing, senior teaching (academic teaching, high expectations). Main areas for improvement: communication from teachers to parents, future-focused pedagogy/technology.

Next Steps: Future focus areas have been embedded in the 2021-2024 Strategic Improvement Plan, namely: Student attainment and growth (literacy, numeracy, assessment and feedback), differentiated, explicit teaching and learning, future-focused pedagogy, staff collaborative practice, strong student wellbeing and engagement.

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.