

2020 Annual Report

Willyama High School



WILLYAMA
HIGH SCHOOL
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Introduction

The Annual Report for 2020 is provided to the community of Willyama 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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Message from the principal

The year 2020 began with a full complement of staff including new faculty leaders in HSIE and Special Education. We had a relatively small turnover of staff compared to the previous year. Student enrolments increased significantly to 521, the first time over 500 in the last 4 years, resulting in regaining staffing entitlements such as an additional head teacher position and a full-time general assistant. This head teacher position was classified as Head Teacher - Teaching and Learning after consultation processes and will begin in 2021.

Our school had begun an inspiring new journey using technology in teaching and learning, specifically Microsoft Teams and One Note, after a T4L Roadshow visit in Term 3 2019. An ongoing focus on building teacher capacity with formative assessment and effective feedback led to the implementation of pilot programs with the aim of establishing the best way to resource students with devices when needed in our school. Three classroom teachers were resourced with devices to keep in their classrooms to use with their students teaching via the digital classroom platform Microsoft Teams. One year 7 class were issued with devices which they accessed on a daily basis from their individual charging lockers.

We were very fortunate that we had this basis to build on when the worldwide COVID-19 pandemic hit and the State Premier made the decision to learn from home. Our school quickly moved into online learning and were able to make regular contact with a number of their students through teaching via Teams including videoconferencing. Both teachers and students greatly improved their capacity to use the technology during this time and it created the impetus for future ongoing change in improving how we teach and learn in our school.

It was a very challenging year for our HSC students with so much uncertainty due to COVID-19 and there were times when it was even considered that the HSC exams may not even take place at all. Nevertheless, we continued to teach our HSC students through the height of the pandemic, prioritised getting them back to face-to-face learning as soon as practically possible, and were able to work in partnership with families to support them all to successfully complete their HSC year.

We gained the best mathematics results we have seen for a very long time with three out of four Advanced Mathematics students gaining Band 6s, two of them achieving ATARs above 90. Congratulations to Ryan Braes and Kaitaia Clark on being declared joint school dux for 2020. It is my understanding that Kaitaia is the first indigenous student to achieve this feat at Willyama High School and coupled with the fact that Sammarah-Lea Williams was elected school captain shows that Aboriginal students are certainly able to achieve excellence in our school.

COVID-19 restrictions limited a lot of what we could do in terms of celebrating and acknowledging the achievement of our year 12s in completing their final year of schooling but we rose to the challenge and came up with innovative ways to involve our valued parent community at such a significant milestone in their child's lives.

Our journey with technology and Microsoft Teams also greatly influenced and improved our in-school communication and administrative practices. A move to cloud-based rather than server storage made files more accessible and easier to collaborate and maintain version control. The majority of meetings and professional learning activities were able to be successfully conducted using Teams VC or Zoom. Staff devices were upgraded with functionality to meet these needs.

After undertaking a comprehensive situational analysis in Term 4, we have established three new strategic directions to guide our strategic improvement plan for 2021-2024. These are:

1. Student Growth and Attainment - with a very strong focus on 'reading' and 'reading' growth targets;
2. Evidence-Based Practice - focusing on the What Works Best research and collaborative practice; and
3. Technology for Teaching and Learning - focusing on improved feedback and catering for individual learning needs.

In reflecting on the events of 2020, it certainly has been an unprecedented year and one of the most challenging we have ever faced. Regardless, we have supported and inspired each other to grow. We have shown strong resilience and gained renewed value in the things we previously took for granted. I can honestly say that I am extremely proud in how we have all worked together as a school community to successfully navigate the year of COVID. We look forward to the year ahead as we aspire to continue to grow and develop as a modern, innovative and evolving school that maintains a key focus on building strong connections to inspire excellence in learning.

Grant Shepherd

Principal



School vision

To embed a powerful supportive culture that challenges all students and staff to be higher order thinkers through reflecting on themselves as learners. Staff utilise quality teaching practices to engage 21st century learners, equipping students with the dispositions to be active and informed citizens in a diverse and dynamic society.

School context

Willyama High School is a 7-12 comprehensive high school of 493 students located in Broken Hill in Far West NSW. Our school prides itself on our banner statement of 'Connect, Inspire, Excel - Together' which drives the way our school goes about its business each day. Connecting with people and building relationships inspiring each other to our very best in every possible way. Our school services a predominantly low socioeconomic community and has a diverse population with 95 Aboriginal students (approximately 19% of the student population). Our school is staffed with 48 teachers and 18 administrative and support staff. There is a relatively high turnover of teachers each year. Our school was built as a second high school in Broken Hill in 1974. As the population of Broken Hill has declined, the school has been challenged to come up with innovative approaches to continue to provide a wide range of opportunities and experiences to engage students. There is curriculum collaboration with Broken Hill High School in the Reaching Across the Secondary Program (RASP) for Stage 6 courses. Our school has one student involved in the virtual selective high school Aurora College for English, Mathematics and Science and two senior students each studying one subject. The school maintains strong links with Western Institute of TAFE (Broken Hill campus) who offer courses such as Automotive Studies, Electrotechnology and Health Services in Stage 6. The school's key values are respect, responsibility and cooperation. The expectations and behavioural standards of these values are explicitly taught. The priorities in this school plan attempt to address the long term needs of students who live in an isolated rural environment to build their capacity to be successful lifelong learners in an increasingly complex world.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing

Strategic Direction 1

Inspired Learning

Purpose

To build student capacity focusing on literacy and numeracy skills in an environment underpinned by high expectations and challenge.

Improvement Measures

- At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing, spelling and numeracy in Year 9.
- A greater percentage of students achieve in the top two bands for NAPLAN reading, writing, spelling and numeracy.
- Improved value-added results from 7-9 and 9-12.
- Improved levels of student well-being and engagement.

Progress towards achieving improvement measures

Process 1: Literacy Development

Implement strategies to develop literacy skills in reading, writing and spelling. (Progressions are in SD2 P3)

Evaluation	Funds Expended (Resources)
<p>The Multilit Reading Teacher Program continued to be successful and this individualised program was expanded into small groups with the addition of Macqlit in Term 4 of 2020. Woodcock Reading Test data showed significant improvements in reading age of a number of students involved as it also continued to play an important wellbeing role in mentoring and supporting students. NAPLAN was not held in 2020 due to COVID-19 pandemic.</p> <p>The Multilit Spell-It program was run as timetabled classes in Year 8 for the fourth year in a row. A comparison between pre and post-test gap analysis tests has shown improvements in some areas but NAPLAN spelling data over the time has shown no significant improvement.</p> <p>The improvement measure of 'at least 90% of students achieve at or above NMS on NAPLAN reading, writing, spelling and numeracy in Year 9' was not met with only 89.3% in 2018 then 82.3% in 2019. It is unknown whether this improved or not in 2020 as NAPLAN was cancelled.</p> <p>Based on 2018 and 2019 data, the percentage of students achieving in the top 2 bands for reading, writing, spelling and numeracy decreased in Year 7 and fluctuated with no significant improvement in Year 9. Again it is unknown whether this would have improved in 2020.</p> <p>There has been no significant change during 2018-2020 in value-added results for 7-9 or 9-12. No data was available in 2020.</p>	<p>Multilit RTP/Macqlit - SLSOs</p> <p>Multilit RTP/Macqlit/Spell-It resources</p> <p>\$93,990 from LLAD (accounted for in key initiatives section)</p>

Process 2: Maths Pathway

Implement Maths Pathway program providing a individualised approach improving student numeracy in years 7-9.

Evaluation	Funds Expended (Resources)
<p>Mini lessons have been integrated into the Maths Pathway program online, which allows for easy tracking of which students have participated. It clearly</p>	<p>Maths Pathway subscription</p>

Progress towards achieving improvement measures

identifies when the lesson took place and what content was involved in that lesson. This allows us to easily group students based on what they are ready to learn.

Rich tasks are written in line with assessment tasks to ensure the skills required to complete each task are explicitly taught. The staff member in charge of writing the assessment task is also in charge of writing the rich tasks.

It is believed that teachers have continually improved their capacity to implement Maths Pathway to improve numeracy outcomes and internal student growth data has improved. With no NAPLAN data in 2020, we were unable to make a 7-9 growth comparison in NAPLAN numeracy with previous years.

Funding Sources:

- Operational (\$26427.00)

Process 3: Positive Learning Environments

Implement a whole school integrated approach to student wellbeing in which positive, respectful relationships are evident and widespread to ensure optimum conditions for student learning.

Evaluation	Funds Expended (Resources)
<p>The PLE team continued to build on the foundations from the previous year through all school-wide behavioural expectations being explicitly taught through mini lessons. The period of lockdown due to COVID 19 impacted the achievement of goals around the running whole-school rewards activities. During this period a review was conducted into the ongoing feasibility of Vivos as a method of reinforcing school-wide expected behaviours.</p> <p>The evidence, from past surveys and anecdotal conversations from staff, in addition to a reduction in student engagement with Vivos, suggested that a renewal of the school's Vivos licence would not be ideal. A final decision on this would be made in early 2021, prior to the end of our current subscription.</p> <p>Tell Them From Me student survey trend data indicated the following improvements in wellbeing and engagement from 2019 to 2020:</p> <ul style="list-style-type: none">• Effective learning time increased by 0.7• Positive learning climate increased by 0.5• Advocacy at school increased by 0.8• Sense of belonging increased by 5%• Positive relationships increased by 7%	<p>Vivo subscription</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Operational (\$2450.00)

Process 4: STEM

Implementation of programs to develop students' STEM foundational skills in mathematics, science and technology.

Evaluation	Funds Expended (Resources)
<p>STEM did not run as integrated timetabled classes in year 8 in 2020 and the STEM elective did not gain sufficient numbers to run. There was minimal activity in this space other than some small scale projects in KLA programs with hands-on learning activities to engage students. COVID-19 restrictions prevented a number of activities taking place including staff professional learning.</p>	

Next Steps

Our school aims to narrow the focus in literacy to concentrate on 'reading' in our new strategic improvement plan for 2021-2024. This includes creating a culture of where all teachers own responsibility for improving reading skills of all our students across the entire school through a whole-school reading strategy. Specific targeted support will still be provided through programs such as Multitit's Reading Tutor Program and Macqlit, however Spell-It will no longer run as timetabled

classes in year 8.

Maths Pathway will continue with Years 7-10 in 2021. In 2021, each staff member will be in charge of a year group Rich tasks and assessments for the entire year. It has also been decided as a faculty that students will be locked into strands on Maths Pathway for periods of time to ensure they are attempted content from all areas rather than having free choice on the content they complete. This is a result of students not attempting certain learning areas and it helps with students completing the relevant assessment tasks at the time. We will continue to closely monitor the effectiveness of Maths Pathway with our students using 7-9 NAPLAN growth data in 2021.

Moving forward the Positive Learning Environments Team will redevelop its purpose and goals for 2021. Included in this will be a review of the school merit system to determine how it could be improved, and develop alternative strategies to explicitly teach and acknowledge school-wide expected behaviours. In addition to this, the PLE Team will explore the potential to work with the school's wellbeing team and other relevant staff to support the achievement of the 'attendance' and 'sense of wellbeing' improvement measures under SD2 from the Strategic Improvement Plan for 2021-2024.



Strategic Direction 2

Quality Teaching

Purpose

To build staff capacity through a school-wide focus on professional learning to maximise quality teaching practices and enhance student performance.

Improvement Measures

- Increased use of evidence-based pedagogy by teachers.
- Teachers undertake professional learning in the literacy progressions and improve their capacity to teach literacy.
- A system is implemented to monitor and facilitate individual student growth across our school.

Progress towards achieving improvement measures

Process 1: Quality Teaching Rounds

Teachers engage in professional collaboration using QTR process aiming to improve teaching practices and student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Our revised Quality Teaching Rounds model involved observed teachers being re-observed during another round in the same term. The first round was held in the first half of Term 1 this year but QTRs had to be disbanded after this due to COVID-19 restrictions.</p> <p>Surveys of teachers involved provided feedback on how successful the QTR process had been during that first round as well as the past few years. Teachers stated that they found the QTR process beneficial as it promoted cross-faculty collaboration and the lesson observations gave them ideas about strategies to use with shared students. They felt there were some drawbacks with the current process including finding some of the elements and coding criteria ambiguous and challenging to work with. A number of teachers stated that they had used some of the feedback to improve certain aspects of their teaching and some teachers also stated that they didn't feel that the process had improved their teaching or student learning outcomes. It is challenging to quantify improvement in student learning outcomes and attribute them to a single strategy, however there appears to have been no significant improvement in student performance measures such as NAPLAN or value-added in recent years.</p>	<p>Teacher release</p> <p>\$84,800 from socioeconomic funds (already included in key initiatives section)</p>

Process 2: Formative Assessment

Teachers undertake professional learning in formative assessment. Teachers routinely use evidence of learning and adapt their teaching practice as an integral part of their daily classroom instruction.

Evaluation	Funds Expended (Resources)
<p>Formative assessment has continued to be a focus in timetabled professional learning groups. Teachers have undertaken specific professional learning around using technology to make regular formative assessment both efficient and useful in terms of informing teaching practice. A focus on using self-grading quizzes in Microsoft Forms integrated into Teams and One Note has improved teacher capacity to formatively assess in their classrooms and modify their teaching practices as required both during and between lessons.</p>	<p>Teacher release for PLG time</p> <p>\$21,200 from socioeconomic funds (already included in key initiatives section)</p>

Process 3: Literacy Progressions

Progress towards achieving improvement measures

Process 3: Teachers undertake professional learning in literacy progressions. Teachers use the progressions to systematically monitor and explicitly teach literacy to students at all levels of achievement.

Evaluation	Funds Expended (Resources)
<p>Our school's literacy team continued to develop their understanding of the literacy progressions, however progress was limited due to the extra demands placed on teachers with the COVID-19 pandemic and a need to focus in other areas.</p> <p>Progress was made towards implementing a system to monitor and facilitate individual student growth across our school, however this improvement measure has not been achieved at this stage.</p>	

Next Steps

Quality Teaching Rounds will not run at Willyama High School in 2021. Instead, our school will still facilitate school-wide lesson observations, collaboration, sharing and peer feedback through a process based on the What Works Best framework.

Formative assessment will continue to be a focus area as teachers improve their capacity to utilise Microsoft Teams and associated tools such as forms and quizzes. Through the strategic directions of Technology for Teaching and Learning and Evidence-Based Practice, there will be training to further develop staff capacity in the ongoing use of data to inform teaching practice. There will be a focus on explicit, timely and specific feedback as well as differentiation of lesson content and learning activities.

The focus on literacy progressions in our strategic improvement plan for 2021-2024 will continue as part of the mandatory strategic direction on school growth and attainment. The focus will be narrowed to one element and one sub-element of 'reading' to try to establish a system of monitoring student growth that is achievable in a high school context.

Strategic Direction 3

Distributed Instructional Leadership

Purpose

To build a strong pipeline of leaders with a focus on building and sustaining a culture of effective, evidence-based teaching so that everyone makes measurable learning progress.

Improvement Measures

An increase in effective instructional leadership emphasised in professional learning programs.

Increase the proportion of students involved in programs or activities that allow them to build or demonstrate leadership skills.

Improve the appearance and profile of our school through increased community engagement and improved communication strategies.

Progress towards achieving improvement measures

Process 1: Growth Coaching

Provide professional learning in growth coaching and implement executive coaching support structures to ensure the ongoing development and improvement of all staff.

Evaluation	Funds Expended (Resources)
The initial priorities for growth coaching training this year were for new head teachers to undertake the leadership course and for teachers involved with student leadership to undertake initial training. This was somewhat impacted by restrictions around professional learning due to COVID-19. Existing head teachers and senior executive staff continued to practise and refine their skills via fortnightly head teacher group meetings and real life scenarios in the school situation. This enabled improved knowledge of the questioning framework and improved overall coaching skills as well as providing guidance to most effectively deal with challenging situations involving staff, students and/or parents.	

Process 2: Aboriginal Education

Implement strategies to improve student learning outcomes for Aboriginal students.

Evaluation	Funds Expended (Resources)
<p>A teacher was employed 0.5 for the year to support Aboriginal students in their learning as well as lead and navigate a number of initiatives. Most initiatives were unable to be conducted due to the COVID-19 restrictions. An Aboriginal SLSO was also employed to run the Multit Reading Tutor Program with identified Aboriginal students and some of these students improved their reading ages throughout the year even though their engagement with this program was somewhat interrupted by COVID. Our Aboriginal Education Team (AET) met infrequently due to the restrictions. All Aboriginal students had a PLP, accessible to all staff via Sentral, as required.</p> <p>In 2019 (no NAPLAN in 2020), our school had an average NAPLAN score in reading, writing, spelling and numeracy combined for year 9 Aboriginal students of 501.1 (compared to SSSG 530.45 and State 522.23). There were 6.3% of year 9 and 13% of year 7 Aboriginal students in the top 2 bands, the first for a number of years. There were 93.8% of year 9 and 74% of year 7 Aboriginal students in the bottom 2 bands.</p> <p>The Trumper-Marsh scholarship continued in 2020. This scholarship is given</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Operational (\$53000.00)

Progress towards achieving improvement measures

to acknowledge and honour our school's most deserving Aboriginal students with the focus on diligence, adherence to core values and the pursuit of a healthy lifestyle. The open winner was Kaitaia Clark and most improved student Jorja Bugmy.

The highlights of the year for our Aboriginal students were Sammarah-Lea Williams being our girls' school captain and Kaitaia Clark's outstanding academic achievements in topping all of her HSC courses and being announced joint school dux for 2020.

Process 3: Community Engagement

Develop and strengthen community engagement through improved communication practices and raising the profile of our school.

Evaluation	Funds Expended (Resources)
It was challenging to involve our community in the activities of our school with the COVID-19 restrictions in place. In some ways, families became more involved in our school with teachers delivering lessons via VC into homes during the home learning period. Parents also had greater access to see what their children were learning about via digital classrooms.	

Next Steps

Growth coaching will continue to be a focus in 2021 and beyond. Further training will be organised for school leaders and identified teachers will be trained in growth coaching for students. Structures will be set up within our school to practise and refine coaching techniques in order to be able to facilitate improvements across the entire school.

Aboriginal education will continue to be a focus and will be integrated across the three strategic directions in our new strategic improvement plan. Our Aboriginal Education Team will continue to meet in order to facilitate opportunities to continue to improve the learning outcomes for our Aboriginal students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$127 123.00) 	An Aboriginal Education Officer (AEO) is part of our school's staffing entitlement at a cost of \$76,277. He has been effective in supporting Aboriginal students and families through support in classes and regular home contact, especially during the COVID home learning period. The remaining flexible funds of \$50,846 were utilised to employ an SLSO to implement the Multilit Reading Tutor Program with identified Aboriginal students resulting in improved reading levels and student engagement.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$768.00) 	Periodic SLSO support ensured students were integrating well in the classroom and engaging with class learning activities.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$290 890.00) 	<p>1.8 Learning and Support Teachers are part of our school's staffing entitlement at a cost of \$196,891. These teachers develop and implement personalised learning plans across our school, facilitate support for students and provide training and support for staff in making modifications and adjustments.</p> <p>Additional SLSOs were employed using flexible funding of \$93,999 to provide targeted support to individual students and groups of students with high needs to enable them to participate more fully in their learning including implementing Reading Tutor and Macqlit Programs with identified students.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$449 612.00) 	1.6 additional teachers are part of the school's staffing entitlement at a cost of \$175,014. An ACIP Deputy Principal is funded by flexible socioeconomic background funds at a cost of \$167,335. The 1.6 additional teachers provides one period per fortnight to all teachers for their Professional Learning Groups (PLGs) and release time to participate in Quality Teaching Rounds (QTRs). The employment of the second deputy principal has allowed both deputies to focus on instructional leadership rather than just manage behaviour and wellbeing matters. They have had an impact on coordinating Positive Behaviour for Learning, Head Teacher mentoring groups, PLGs, QTRs, HOW2Learn strategies and wellbeing programs to improve teacher quality and student engagement.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$13 125.00) 	Three teachers were allocated funding for their second year of teaching. A Head Teacher Mentor (\$143,320) was employed using a combination of beginning teacher and operational funding to support, mentor and provide release time for beginning teachers as well as the high percentage of early careers teachers. Support strategies were negotiated and included timetabled and additional release time, provision of mentoring, additional professional learning and an induction program. Mentoring

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$13 125.00) 	programs provided opportunities for collaboration and classroom observations leading to improved teaching practice. These teachers were also guided and supported by the Head Teacher Mentor to achieve their accreditation with NESA.
Integration funding support	Funding Sources: <ul style="list-style-type: none"> • Integration funding support (\$89 496.00) 	SLSOs were employed to support students with integration funding support enabling them access the curriculum in mainstream classrooms as well as provide other supports depending on the child's needs.
ICT initiatives	90 student charging lockers 90 student devices Staff devices Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$17 185.00) • Socio-economic background (\$65 760.00) • Professional learning (\$70 500.00) 	Pilot programs were run to experiment with and determine best ways forward for device access for students. It was decided that 1:1 student device option was most suitable for implementation in 2021. Teacher devices were upgraded to Surface Pros due to a need to improve functionality and effectiveness with digital classrooms as well as access the many professional learning opportunities and meetings now presented online due to the COVID-19 pandemic. SASS were also provided with devices, mostly Surface Gos.



ABC NAIDOC Week Broadcasting Projects

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	230	226	224	243
Girls	241	250	252	271

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93	86.7	87.2	86.4
8	87.4	84.4	86.4	82.7
9	88.3	80.2	85.1	81.9
10	85.2	78	84.7	79.7
11	89.9	86.3	85.8	86.4
12	92.8	88	89.1	90.8
All Years	89.1	83.5	86.2	84.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	1
Employment	6	2	8
TAFE entry	5	1	1
University Entry	0	0	15
Other	8	2	9
Unknown	0	0	6

- Seeking Employment: students that have left school and are actively seeking employment in a full time capacity.
- Employed: A school leaver that has been employed since leaving school.
- TAFE entry: A school leaver that has enrolled in a TAFE certificate as a full time student
- University entry: A school leaver that has accepted a University offer
- Other: GAP Year: a student that has deferred for a gap year. OR Apprenticeship/Traineeship: A student who is engaged in an apprenticeship/traineeship OR Changed School: Student has enrolled into another school.
- Unknown: A school leaver that could not be contacted or refused to give information on a post school destination.

Year 12 students undertaking vocational or trade training

43.75% of Year 12 students at Willyama High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

88.1% of all Year 12 students at Willyama High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

During 2020 40 students were enrolled and finished their studies at Willyama High School in Year 12. Of these students 50% accepted an offer from a University, which includes students that deferred to take a gap year. Most of these students are employed during this period but have been included in the University entry/ GAP year categories. The number of students applying for University increased due to increased due to COVID 19 and decreased employment opportunities being available locally in Broken Hill. This saw a drop in students leaving school early during Year 10 and 11 to take training opportunities with local businesses.

The number of students seeking employed has dropped below 4 %, which can be attributed to the increased efforts in careers counselling offered at Willyama High School.

The steady course offerings in multiple disciplines at University to Willyama students can be linked to academic success during the HSC period by the school. The increased use of the study coordinator position saw a respectable achievement in overall ATAR scores with students having more opportunity to learn how to study which resulted in a better outcomes for the students.

The COVID 19 situation has seen a decrease in students obtaining apprenticeships and full-time positions in employment. The use of work experience and industry experiences was cancelled which did not allow students a real indication of different career pathways which has resulted in them being not ready for tasks required in the industry they have chosen.

Overall Willyama has demonstrated excellent post school data and will continue to focus on the areas of preparation and time management for post school options.



HSC Year Group (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	35.1
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

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



By Trent Lambert

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	1,056,982
Revenue	8,651,790
Appropriation	8,419,102
Sale of Goods and Services	170,499
Grants and contributions	59,685
Investment income	2,304
Other revenue	200
Expenses	-8,681,322
Employee related	-7,662,220
Operating expenses	-1,019,102
Surplus / deficit for the year	-29,532
Closing Balance	1,027,451

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

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	89,496
Equity Total	868,394
Equity - Aboriginal	127,123
Equity - Socio-economic	449,612
Equity - Language	768
Equity - Disability	290,890
Base Total	6,696,463
Base - Per Capita	120,685
Base - Location	60,058
Base - Other	6,515,719
Other Total	514,156
Grand Total	8,168,509

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

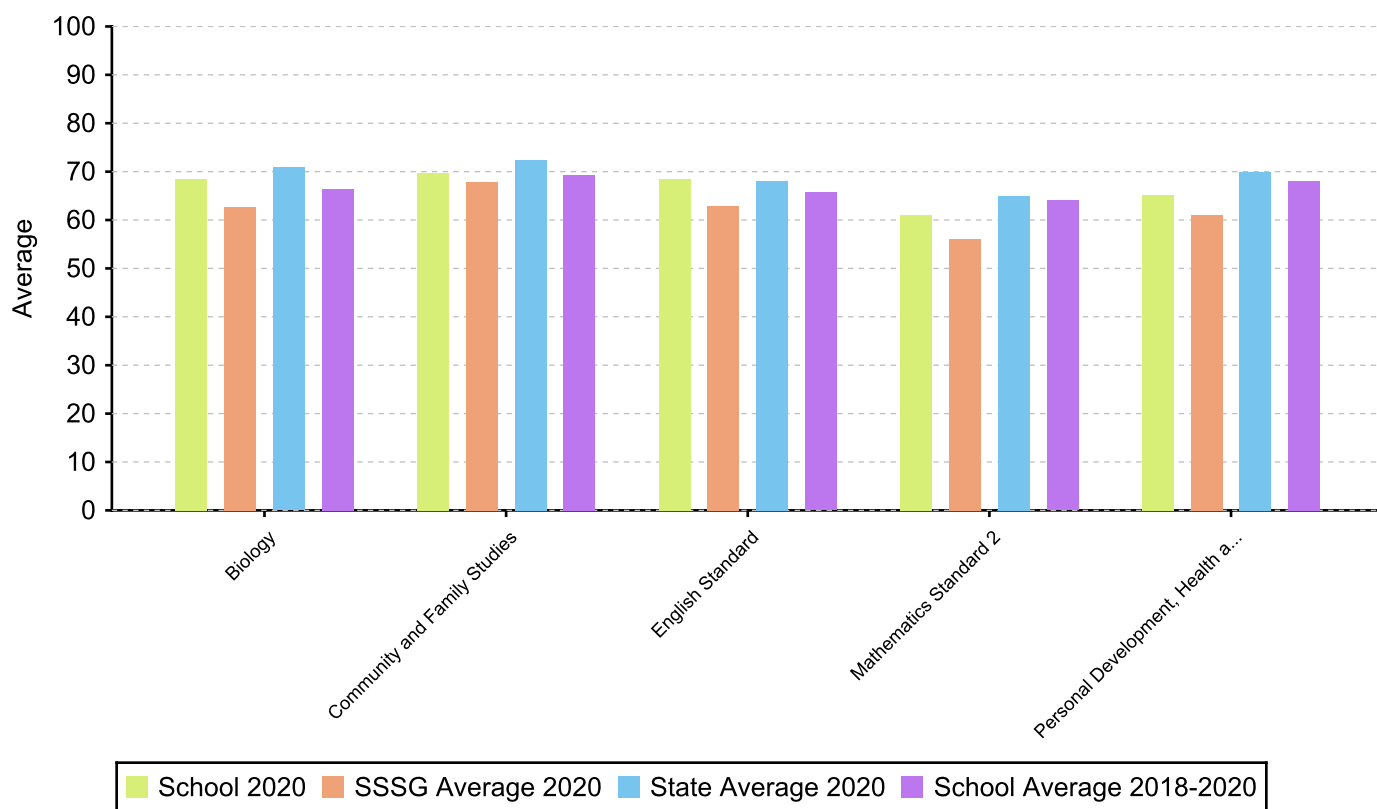
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Biology	68.4	62.7	70.8	66.5
Community and Family Studies	69.7	67.9	72.4	69.3
English Standard	68.5	62.9	68.1	65.7
Mathematics Standard 2	61.1	56.1	64.9	64.0
Personal Development, Health and Physical Education	65.2	61.1	69.9	68.0

The graphs above are presented as these courses had sufficient student numbers (10 students or more) for a valid comparison to be made.

Forty students sat the HSC at Willyama High School in 2020.

Four of these students were on the HSC Distinguished Achievers list for achieving Band 6 or above in Mathematics Advanced (Ryan Braes, Kallum Butcher, Luke D'Ettorre), Metal and Engineering (Ryan Braes).

Ryan Braes and Kaitaia Clark (Pictured) are to be congratulated on gaining joint dux of HSC Year for 2020.



Ryan Braes and Kaitaia Clark

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about our school. In 2020, our school used the respective Tell Them From Me (TTFM) surveys for students. The TTFM teacher or parent surveys were not conducted in 2020, however a thorough situational analysis was conducted during Term 4, which gave ample opportunity for feedback and opinions from our whole school community. A summary of student responses to the TTFM survey is presented below:

Our school mean for:

- *effective learning time* (important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives) was 6.7 compared to the NSW Gov't mean of 6.3.
- *relevance* (students find classroom instruction relevant to their everyday lives) was 5.6 compared to the NSW Gov't norm of 5.8.
- *explicit teaching practices and feedback* (students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn) was 6.4 which was the same as the NSW Gov't norm.
- *positive teacher-student relations* (students feel teachers are responsive to their needs and encourage independence with a democratic approach) was 6.3 compared to the NSW Gov't norm of 5.7.
- *advocacy at school* (students feel they have someone at school who consistently provides encouragement and can be turned to for advice) was 6.3 compared to the NSW Gov't norm of 6.0.

Parents were surveyed in terms of their satisfaction with a new student reporting format for Years 7-10 designed to cater for the COVID home learning period. Parent feedback on the new report format included:

- it was easy to read and straight to the point
- the comments were too generic and did not provide enough information
- they were too impersonal and it didn't feel like the teacher had any connection with my child

This resulted in the decision to return to the original reporting format for 2021.

A new report format for students undertaking Special Education was also trialled. Parent feedback included.....

Our school received a large amount of parent and community feedback throughout the year in terms of how we managed the COVID-19 home learning period. A number of parents gave anecdotal, positive feedback in relation to how satisfied they were with the school's provision of education through the digital classroom platform Microsoft Teams including the VC lessons provided for students by teachers.

A number of parents also expressed their satisfaction at our school's willingness and ability to come up with innovative strategies in line with COVID guidelines to keep them involved in the ongoing education of their child(ren) as well as fittingly acknowledge and celebrate milestones and achievements. eg HSC graduation ceremony, presentation nights, videos published on Facebook page and livestreaming of events.



Year 8 Dance Group

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.

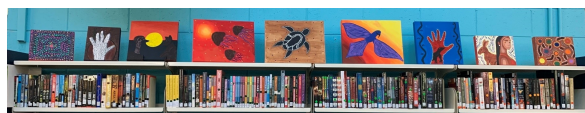
Our school's Aboriginal Education Team (AET) has aimed to meet twice a term to discuss and implement strategies to provide opportunities for Aboriginal students and improve educational outcomes guided by the Aboriginal Education Policy. The meetings were held less frequently during 2020 due to COVID-19 restrictions in place. The team has also discussed strategies for further professional learning for new staff in incorporating Aboriginal perspectives into teaching and learning programs within the current school wide focus on implementing the quality teaching framework. Specific teaching programs in 7-10 history classes have continued to focus on educating all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Students have been given the opportunity to study Aboriginal Studies at Stage 6 level via a shared class taught at Broken Hill High School.

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.



Headspace NAIDOC Art Projects