2020 Annual Report

Winmalee High School

8573

Introduction

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

Winmalee High School is a Positive Education school which meets the educational, health and wellbeing needs of students from Years 7-12, providing opportunities for students to develop their strengths in a range of areas. The whole child is considered in providing opportunities for students at Winmalee. Students can discover how they are creative and intelligent and enhance their wellbeing through an array of academic and co-curricular programs.

Staff are committed to delivering quality teaching and learning programs and providing a diverse, comprehensive curriculum which responds to student needs and aspirations. Winmalee High School values strong citizenship and community participation, and encourages all students to strive to achieve through consistent effort, continued persistence and deliberate practice.

School context

Winmalee High School is a public co-educational Year 7-12 High School situated in the Blue Mountains. The school has 870 enrolments, with 31 Aboriginal students and 60 students from Language Backgrounds Other Than English. Winmalee High School is a Positive Education school, developing resilient learners and young people prepared for the future. The school implements Positive Behaviour for Learning, encouraging all community members to take pride in being Safe Respectful Learners.

The quality of student and teacher relationships and partnerships with parents and the community are valued. The school has a strong reputation for its quality academic results across a range of key learning areas and courses with a focus on providing differentiated support for all students at all levels.

Winmalee delivers a range of leadership and co-curricular programs such as, The Duke of Edinburgh Award/Program, community service, visual, creative and performing arts and sport programs. The school has a strong learning and support team with a Learning and Homework Hub.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality Teaching and Learning

Purpose

To inspire staff to actively build their mastery of teaching, working independently and collaboratively to reflect on their professional practice. Staff deliver engaging, innovative and well-resourced teaching and learning programs, which are inclusive of all; providing opportunities for every student to achieve his/her personal best and improve their literacy and numeracy skills in a challenging and dynamic learning and assessment environment that embraces high expectations and fosters independent learning. To build students' creative, communicative, and collaborative skills to enable them to successfully discover and connect to the community and world around them.

Improvement Measures

Technology is integrated in meaningful ways in teaching and learning programs.

Internal and external data demonstrates value added and student growth.

School Targets:

Year 9 Reading - 31.9% (lower bound target) in top 2 bands

Year 9 Numeracy - 29.4%(lower bound target) in top 2 bands

Progress towards achieving improvement measures

Process 1: Develop systems of data analysis, tracking and goal conversations about learning to increase the number of students achieving expected growth in Reading and Numeracy.

Evaluation	Funds Expended (Resources)
Development of Stage Coordinator role, instrumental in leading the goal setting process for students, identification of high potential and gifted groups to target for participation in programs and working with the LST to identify students requiring additional support. All students worked one to one with a staff member to reflect on their learning and set goals at the beginning of the year. Due to COVID-19, the tracking and reflection process on student goals progress was interrupted and did not occur as planned. Numeracy data analysis to target specific numeracy skills and trial of Mathematics SLSO to provide tailored in class support and withdrawal in small groups. Year 9 cohort completed the Check in Assessments, due to NAPLAN being cancelled. Numeracy data shows above state average achievement with 24.5% of the cohort in the top 2 bands compared to 22% for state. Our baseline was 21.2%, showing an incremental improvement towards our targets for numeracy. Reading data shows 63% of overall correct responses as a cohort compared to 57.9% for state.	Mathematics SLSO $8,137 from RAM Socio-economic Stage Coordinators teacher release time $32,000 from RAM Per Capita

Process 2: Build teacher capacity to integrate technology effectively and in meaningful ways, into Teaching & Learning programs.

Evaluation	Funds Expended (Resources)
Professional learning in faculty specific technology, including LNN robot, Minecraft in education and other Google Suite tools. The focus was on Stage 6 courses being able to operate with a range of online learning tools and platforms. Due to COVID-19, this expanded to all	$1200 from professional learning funds for specific courses

Progress towards achieving improvement measures	
staff accessing the Department's On Demand courses. Staff successfully used a range of online tools to connect and engage with their students to provide continuous learning throughout the remote learning period. This included use of Google Classroom, Microsoft Teams and Zoom.	

Strategic Direction 2

Quality Values and Partnerships

Purpose

To improve communication with the school community, and to provide opportunities for parents and caregivers to engage and participate across the school.

To continue to provide opportunities for all students to participate in school life. To improve student attendance, the cornerstone to school participation and engage students in co-curricular programs in areas of interest and passion. To showcase school wide and individual successes across a range of areas through a range of platforms.

To continue to foster a school community which is founded upon respect for others; embracing inclusivity and a collective sense of belonging. Building on the culture of being an 'upstander' and having a voice on issues that are important in the school, community and beyond the school.

Improvement Measures

Develop a culture of student participation that recognises the importance of attendance, Growth Mindset, academic and co-curricular achievement.

Consolidate and improve communication systems to engage with parents/ carers and the school community, seeking more effective ways to maintain strong links with families and communities.

Progress towards achieving improvement measures

Process 1: Consolidate and improve communication systems to engage with parents/ carers and the school community, seeking more effective ways to maintain strong links with families and communities.

Evaluation	Funds Expended (Resources)
During 2020, the school committed to expanding communication with the school community and the situation due to COVID-19 expanded these opportunities. This included the establishment of a School Newsletter, using surveys to collect data and feedback to inform planning with a quick turnaround; introducing a range of tools and media to communicate such as video messages, animations, letters, Youtube channels and Facebook posts; using livestreaming and filming to share events with families and connect with the community. The school was able to share via Facebook and our website the Year 12 Graduation Ceremony, a Virtual School Tour and the Annual Presentation Evening. The school's communication was highly praised by the school community.	Livestreaming and filming school events $7,000 from RAM Socio-economic background

Process 2: Drive inclusivity through professional learning and student activities.

Evaluation	Funds Expended (Resources)
Employment of an Aboriginal Education Officer to work with our Aboriginal students on school-wide projects which proudly connect them to their culture. Students were highly engaged and have an area in the school they have collaboratively developed. Participation in AIME (Australian Indigenous Mentoring Experience), Reconciliation Challenge and Strong and Deadly program. Aboriginal and non-Aboriginal students were awarded places for their reconciliation challenge artworks Ongoing Aboriginal perspectives shared at staff meetings.	$5,290 for employment AEO from RAM ATSI funding $3,300 for casual relief, and fees from RAM ATSI funding $15,000 release time for staff to support initiatives and programs for Aboriginal students

Process 3: Develop a culture of student participation that recognises the importance of attendance, Growth Mindset, academic and co-curricular achievement.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Individual assistance for Aboriginal students competing their HSC, providing tailored support for tutoring and coaching to support academic achievement and attainment. All Aboriginal students gained their HSC with solid results. Tailored support provided for vulnerable students post return to school for face to face lessons, including extended remote learning support. Unfortunately co-curricular opportunities were drastically reduced due to restrictions and most were cancelled. Refinement of the measurement of growth mindset in academic reporting, focusing on effort scales and accurately regarding students who demonstrate a positive growth mindset in their learning.	$2,200 for supporting attainment of HSC from RAM ATSI funds

Strategic Direction 3

Positive Education

Purpose

To implement Positive Education across the school and increase wellbeing. This approach will support individuals to realise their own abilities, cope with the normal stresses of life, work productively and make a valuable contribution to their school and community. Positive Education strategies will also provide a safe learning environment in which all students feel included and supported in their learning.

Improvement Measures

Implement a whole school Positive Education approach that includes a focus on Growth Mindset.

Strengthen processes for monitoring, evaluating and supporting students on plans.

Progress towards achieving improvement measures

Process 1: Implement a whole school Positive Education approach that includes a focus on Growth Mindset.

Evaluation	Funds Expended (Resources)
Students were led through the goal setting process in a one to one goal meeting with a staff member, encouraging students to set learning goals and personal wellbeing goals. Students focused on improving grades, attendance, focus in class and behaviour that would promote success. Students reported that they were engaged in the process and enjoyed being listened to by an adult. Staff reported that students were open to connecting and wanted to share their strengths and weaknesses with an interested adult. The process was rewarding and productive. A range of school-wide wellbeing programs continued. The Rock and Water program was successfully run for all Year 7 students, led by a staff member at the school. This was complemented by Year 7 diaries promoting PERMAH strategies. A range of wellbeing guest speakers and events (Men of Honour, Girls Rising, UPP) also occurred, but were significantly reduced due to COVID restrictions.	$14,000 from RAM Per capita to support teacher release time for individual goal setting $8,000 for wellbeing speakers and guest presenters from RAM Socio-economic $2,000 for casual relief to support wellbeing programs running from RAM Per Capita

Process 2: Strengthen processes for monitoring, evaluating and providing students with tailored support.

Evaluation	Funds Expended (Resources)
Individual learning plan development, review and process refined and informed extensively by feedback and input from students, teachers, SLSOs, the LST and parents/carers. Improving learning hub systems, identification of students and providing support. The LST case management model effectively guides the implementation of relevant strategies to support students with tailored support. Students enrolled in Life Skills courses in Stage 6 engaged in a Work in the Community class, supporting students with their transition from school to work or training. Supported students with additional learning needs during remote learning through a case management approach, seeing all vulnerable students remain connected with school staff and engaged in learning.	Additional staffing for Learning Hub from Low level adjustment for disability

Winmalee High School 8573 (2020)

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	$1096	Eligible students received tailored support for development of writing, support with assessment preparation and literacy skills. The student supported was completing the HSC and needed to be supported remotely, overseas due to extenuating circumstances.
Low level adjustment for disability	$208,192	Funds are used for staffing, both teaching and non-teaching, to support students who have additional learning needs. This support includes in class support, support through the school's Learning Hub, participation in small group tutoring. With over 4000 individual engagements through our Learning Hub, students access a broad range of support to experience success in their learning and wellbeing at school.
Socio-economic background	$69,224	This funding has allowed the school to support a range of initiatives which aim to support, connect and reward students. These have included our Recognition of Academic Achievement Awards, Student Assistance program, Peer Support, Transition activities, Positive Behaviour for Learning initiatives, Senior Study Skills and also the filming and production of all virtual celebrations and events recorded and shared live during COVID-19 restriction periods.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	429	429	430	433
Girls	425	445	434	419

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.1	93.8	92.2	93.7
8	91.3	90.8	90.2	93.1
9	90.2	88.9	87.7	94.1
10	89	88	87.8	92.6
11	89.1	85.3	86.8	93.9
12	91	89	87	93
All Years	90.6	89.5	88.8	93.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	4
Employment	7	5	8
TAFE entry	0	12	18
University Entry	0	0	52
Other	0	1	5
Unknown	0	0	19

Year 12 students undertaking vocational or trade training

21.19% of Year 12 students at Winmalee High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

99.1% of all Year 12 students at Winmalee 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)	9
Classroom Teacher(s)	42.7
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2020 **Actual** ($)
Opening Balance	788,336
Revenue	10,121,574
Appropriation	9,444,046
Sale of Goods and Services	213,520
Grants and contributions	465,235
Investment income	2,577
Other revenue	-3,804
Expenses	-10,130,429
Employee related	-9,250,450
Operating expenses	-879,979
Surplus / deficit for the year	-8,855
Closing Balance	779,481

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	437,357
Equity Total	315,803
Equity - Aboriginal	24,556
Equity - Socio-economic	69,224
Equity - Language	13,831
Equity - Disability	208,192
Base Total	8,161,239
Base - Per Capita	207,675
Base - Location	0
Base - Other	7,953,564
Other Total	343,574
Grand Total	9,257,974

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.
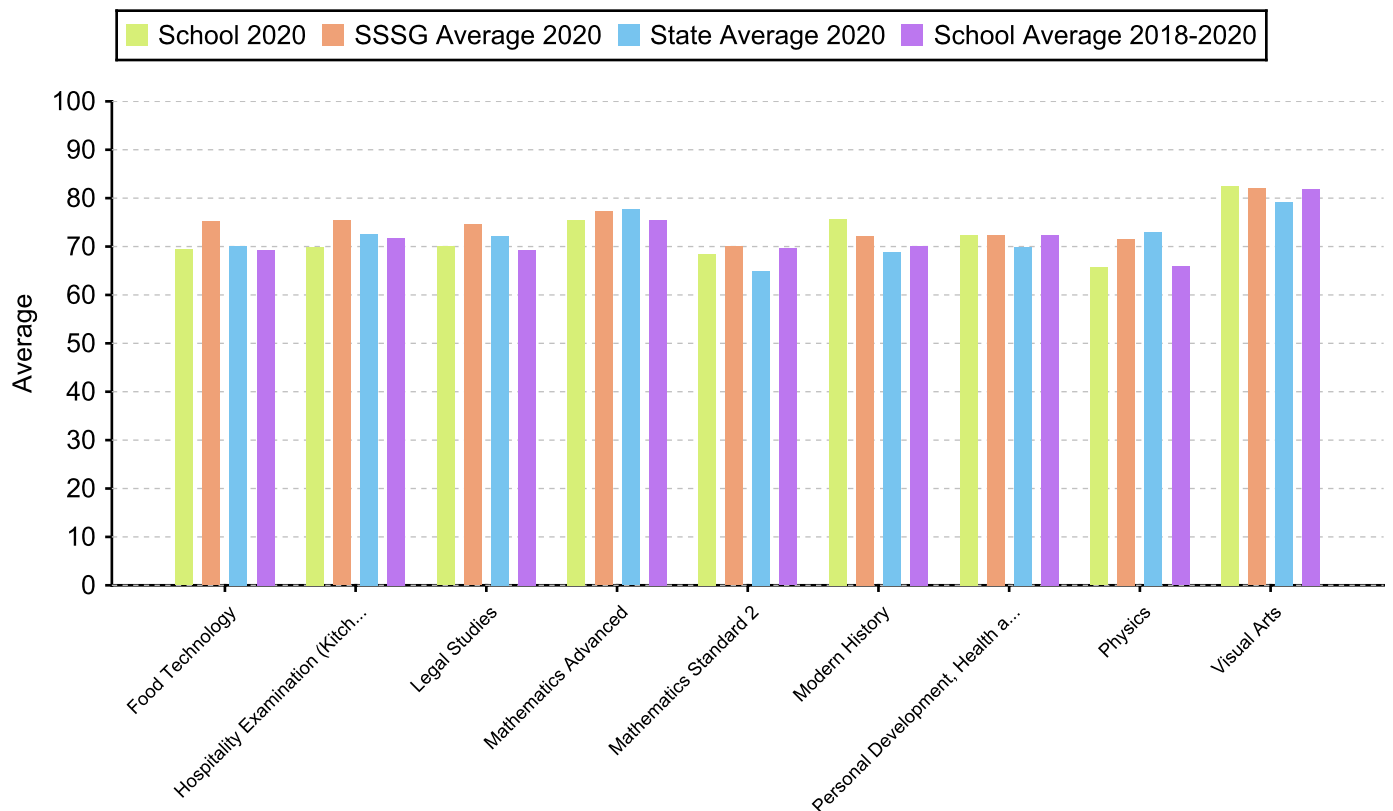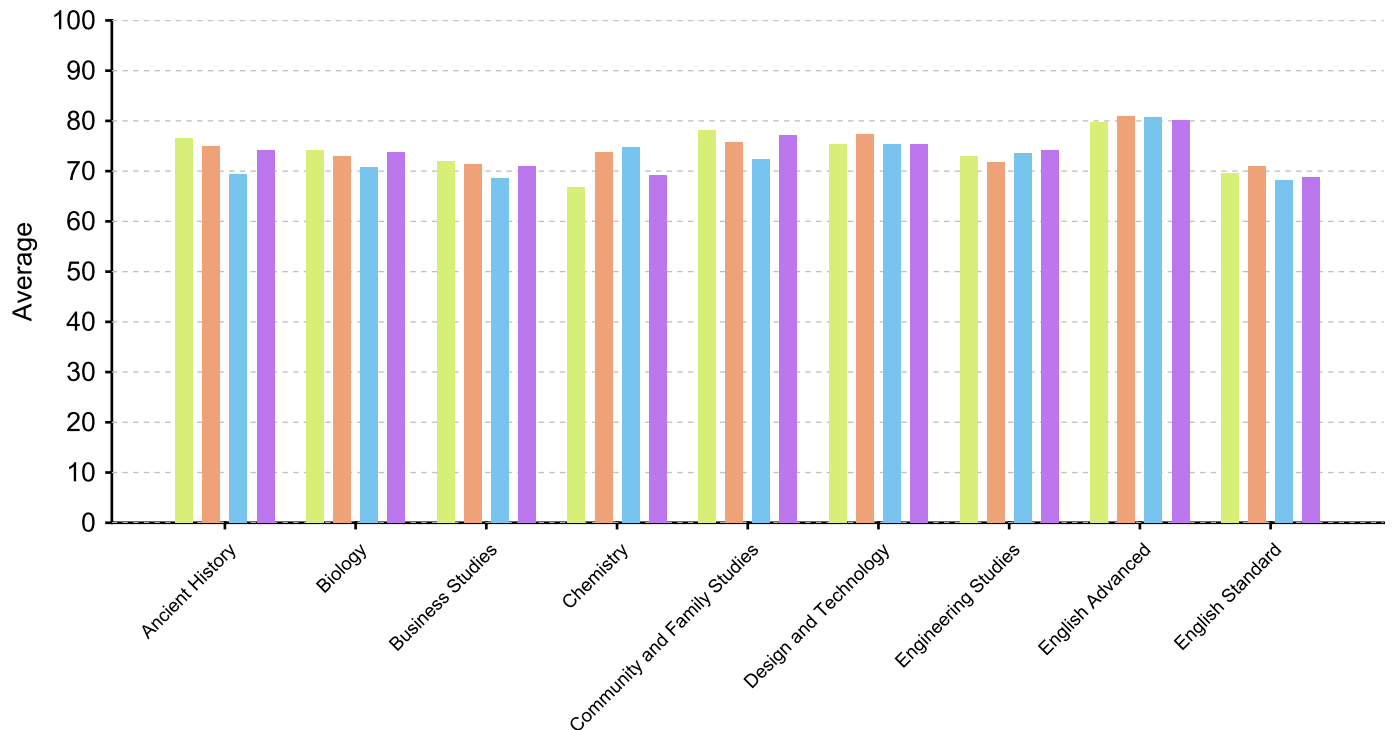
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	76.5	74.9	69.4	74.1
Biology	74.1	73.0	70.8	73.8
Business Studies	71.9	71.4	68.6	70.9
Chemistry	66.8	73.7	74.8	69.2
Community and Family Studies	78.2	75.8	72.4	77.2
Design and Technology	75.4	77.3	75.4	75.4
Engineering Studies	72.9	71.8	73.6	74.1
English Advanced	79.7	80.9	80.8	80.1
English Standard	69.6	71.1	68.1	68.8
Food Technology	69.4	75.2	70.2	69.3
Hospitality Examination (Kitchen Operations and Cookery)	69.9	75.3	72.5	71.8
Legal Studies	70.0	74.6	72.1	69.3
Mathematics Advanced	75.5	77.3	77.7	75.5
Mathematics Standard 2	68.5	70.0	64.9	69.6
Modern History	75.7	72.2	68.9	70.1
Personal Development, Health and Physical Education	72.4	72.4	69.9	72.4
Physics	65.7	71.6	73.0	65.9
Visual Arts	82.5	82.0	79.2	81.9

Parent/caregiver, student, teacher satisfaction

Throughout 2020, in particular during the period of remote learning and the gradual return to face to face learning for students, our school community shared feedback with us, acknowledging the work of the entire Winmalee High School team. As a staff, the messages of thanks and support were appreciated deeply. We felt incredibly supported by our families during what was a challenging year. Below is a range of feedback that was sent to our school from parents and caregivers. It is an example of the wonderful school community we have and value so much.

'Thank you so much for keeping us all so well informed. I appreciate how hard it must be for you all to try and please everyone with all their different expectations and requests. Thank you for the extra effort.'

'I wanted to take the time to say thank you to you and all the other members of executive staff for your excellent leadership in this uncertain time. The efforts you are making to keep the school community safe and informed as well as the extra workload you and all teachers are taking on is greatly appreciated by our family.'

'I just wanted to thank you for the outstanding communications from the school over the past few days in very trying times. And thank you for so quickly responding to the challenges of online learning - we appreciate everything you are doing.'

'Thank you for everything you are doing to keep kids (and everyone else) safe as well as continuing their learning. It is such a time of adjustment for us all but the exceptional communication from you has been so helpful and so appreciated.'

'Your team are doing an absolutely fabulous job. You know your students, you know your community and they know you care for them. Never doubt that. We are all learning along the way.'

'I congratulate all teachers at Winmalee High for the magnificent job you have done so far in preparing and sending lessons home, enabling our students to remain fully engaged with their learning in their own homes. It has been superbly managed by all.'

'On the whole, I feel that this school has done a beautiful job of staying connected with the entire school community via email communication, the generous help with essential resources, surveys and the wonderful videos posted on Facebook or emailed to parents. Again, it's all about feeling connection and these videos convey so beautifully the human element of the work, planning, care and passion behind Winmalee High schools teachers and leaders.'

'Our family's success in coping with remote learning is due to all the hard work and concerted effort of the school and all the teachers who coordinated the school work through various forms of media. The statement "We are in this together" truly made sense with our experience with the School. We would like to extend a heartfelt thank you for a big job well done!'

'Thank you for all of the amazing support and guidance you and your team have given the students over the last few months. I think WHS has done a really great job navigating this difficult time. As a parent, you have my sincere appreciation and gratitude.'

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.