

2021 Annual Report

Wyong High School



8166

Introduction

The Annual Report for 2021 is provided to the community of Wyong 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 Strategic Improvement 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

At Wyong High School we are a diverse, inclusive community that strives to be successful, confident individuals in a hard working learning environment. Our school community works above and beyond to provide everyone with opportunities, and encourage students to be proud, respectful and responsible learners, preparing them to be the kind, determined leaders of the future.

School context

Wyong High School has an enrolment of 753 students, including 115 Aboriginal students and 11% of students from non-English speaking backgrounds. The school features information technology selective classes with a STEM focus and the cohort includes six Special Education support classes (two Multi Categorical, two for students with a Mild intellectual disability, one for students with a Moderate to Severe intellectual disability and one for Emotional Disturbance). Wyong High School has a strong and active Parent and Citizens' Association and Ngara Aboriginal Education Consultative Group that work in partnership with us to support school initiatives. We are an active member of the Wyong Learning Community, having established productive links with our partner schools and implemented initiatives of which some include; Year 6 transition and STEM programs.

Through the Situational Analysis, the school has identified a need to use data driven practices and targeted teacher professional learning to support student growth in: literacy and numeracy, numbers of students in top two HSC bands, and student attendance. Formative Assessment and explicit systems for collaboration and feedback have been identified as areas to focus on within this School Improvement Plan. A focus on improving the number of students attending over 90% of the time and reevaluating our Positive Behaviour Learning practices have also been identified areas to target.

The school forms part of the Lakes Trade Training Centre and offers diverse training and vocational opportunities to its students including significant linkage to university programs and partnership with local industry. The school enjoys a mix of both highly experienced and early career teachers and seeks to give an authentic voice to Wyong High School students in the areas of school governance, teaching and learning, wellbeing, community involvement, leadership and learning environments through participation in the Central Coast Student Voice Alliance. Wyong High School continues to focus on quality student learning outcomes in literacy, numeracy and engagement and caters for a broad range of activities including creative and performing arts, cultural, sporting, vocational and academic pursuits. Our established positive, respectful relationships across the learning community ensure a collective commitment to ensuring quality learning outcomes for all students.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Excelling |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Excelling |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Excelling |
| TEACHING: Data skills and use | Excelling |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy to build strong foundations for academic success. To develop and refine data driven teaching practices that are responsive to the learning needs of all students and are at the point of challenge.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Collaborative Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$65,038.00
Socio-economic background: \$185,020.00
Integration funding support: \$254,539.00
Low level adjustment for disability: \$281,539.00
English language proficiency: \$22,379.00
Aboriginal background: \$94,890.00

Summary of progress

Faculty and cross faculty teams were established to lead professional learning, particularly in identified literacy (reading, questioning and comprehension) and numeracy areas using specific AVID and Formative Learning/Questioning and Check-in strategies. Analysis of internal and external data sources listed above, shows growth in results as evidenced by NAPLAN. This has resulted in student achievement and growth across a number of targets despite the disadvantages created during the lock-down and reduced face to face teaching period where engagement levels were inconsistent across the student population.

Teachers worked collaboratively to access, design and develop a variety of literacy and numeracy resources which were embedded into teaching both in person and online (during learning from home). Teachers worked in teams with the support of Key Staff to evaluate existing pedagogy, share strategies and measures implemented across a variety of subject areas and work to engage and improve student learning and skills. This resulted in student growth across literacy and numeracy targets, particularly evident across top bands and growth in NAPLAN results where we have achieved system based targets and excelled in many areas.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|---|
| NAPLAN Top 2 Bands Increase the percentage of students achieving in the top two bands of NAPLAN reading to be above the system negotiated baseline target of 11.9%. Increase the percentage of students achieving in the top two bands of NAPLAN numeracy to be above the system negotiated baseline target of 8.7%. | We achieved 17.48% of students in the top two bands NAPLAN Reading. This is above our baseline target of 5.58%. We achieved 10.42% of students in the top two bands NAPLAN Numeracy. This is above our baseline target by 1.72%. |
| NAPLAN Growth | We achieved 58.02% of students expected growth NAPLAN reading. |

| | |
|---|---|
| <p>Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated baseline target of 60.5%.</p> <p>Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated baseline target of 50.6%.</p> | <p>We achieved 71.43% of students expected growth NAPLAN Numeracy. This is above our baseline by 20.83%</p> |
| <p>Aboriginal students NAPLAN targets</p> <p>Increase the percentage of students achieving in the top 3 bands in NAPLAN reading to be above the system negotiated baseline target of 30.9%.</p> <p>Increase the percentage of students achieving in the top 3 bands in NAPLAN numeracy to be above the system negotiated baseline target of 25.3%.</p> | <p>We achieved 38.5% of Aboriginal students in the top 3 bands NAPLAN reading. This is above our baseline by 7.6%</p> <p>We achieved 50.0% of Aboriginal students in the top 3 bands NAPLAN numeracy. This is above our baseline by 24.7%</p> |

Strategic Direction 2: Explicit systems for collaboration and feedback

Purpose

In order to improve student HSC course results in the top two and top three bands we will develop, resource and sustain whole school processes to implement evidence informed strategies, effective collaboration and feedback systems to ensure every student achieves targeted learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Formative Assessment professional learning
- Evidence informed practice

Resources allocated to this strategic direction

Socio-economic background: \$155,462.00

Professional learning: \$10,000.00

Summary of progress

Faculty and cross faculty teams were established, supported by team leaders under the guidance of Instructional Leader and Head Teacher - Teaching & Learning. They worked together during face to face and lock down periods to develop flexible and responsive strategies to support classroom and virtual instruction in 2021. Staff engaged in Professional Learning related to Formative Assessment and developed strategies which were embedded into programming to support student engagement and achievement, including challenging and extending students. This resulted in an increased number of students achieving in the middle bands in HSC examinations. AVID and Formative Learning/Questioning and Check-in strategies were utilised to support the embedding of skills leading to the HSC examinations. Unfortunately, the disadvantages created during the lockdown and reduced face to face teaching period where engagement levels were inconsistent across the student population have impacted growth at the expected and intended rates.

Teachers worked collaboratively to access and analyse HSC data as well as internal data in order to ascertain trends and support student skill development and value added. A variety of strategies were embedded into programs and resources in response to trends and were implemented within pedagogy, particularly evident with learning from home. Teachers worked in and across subjects and teams with the support of key staff to evaluate existing pedagogy, share strategies and measures implemented across a variety of subjects and work to engage and improve student learning and skills. This resulted in a variety of cross discipline approaches to assessments and assessment preparation that will be built upon in 2022 to facilitate student growth and attainment at HSC level.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|---|
| HSC Top 2 Bands Increase the percentage of students achieving in the top two bands of the HSC to be above the system negotiated baseline target of 11.5%. | The baseline target was established at 11.5%, the lower target at 17.8%. We achieved 7.82%. which was a decrease of 3.7%. |
| HSC Top 3 Bands Increase the percentage of students achieving in the top three bands of the HSC to be above the system negotiated baseline target of 41.0%. | The baseline target was established at 41%, the lower target at 47% . We achieved 36% which was a decrease of 5%. |

Strategic Direction 3: High expectations and continuous improvement culture.

Purpose

To ensure whole school contentedness, engagement and attendance by responding to individual learning needs and challenges with proactive systematic processes that support social, emotional learning, culture and participation.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Behaviour for Learning and use of technology for success
- Whole school systemic approach to improve student attendance, engagement and belonging

Resources allocated to this strategic direction

Socio-economic background: \$505,584.00

Aboriginal background: \$43,630.00

Summary of progress

A whole school audit of behaviour trends/concerns across faculties was collated and compared to existing policy documentation. This documentation was then updated to reflect current trends and to be made increasingly and consistently accessible to staff. This included deployment of resources to purchase the Yondr pouches and to support the implementation of an SMS based parent notification related to period by period truancy. This has led to an increased volume and level of immediacy around parent contact related to student absences from class. It has also impacted the amount of teaching time in classes by reducing the distraction presented by mobile phones in the classroom.

Professional learning has been provided at school wide level and this will continue as part of the embedding of the Wyong Way Expectations documentation, particularly with the lifting of cohorting and other COVID-19 restrictions enabling for a school wide and consistent approach toward Positive Behaviour for Learning (PBL). This will continue to build on the sense of belonging for students who are at school. Ideally the positive ethos should promote students feeling a sense of success which will be built upon as these new policies become the norm. The result of this has been evident within the Award Systems implemented, which are recognising achievement on the spot and via the portal feedback to families. Moreover, consequent to the implementation of these systems should see students feel advocated for and continue the proud and longstanding tradition of belonging to our community. This should also see a rise in a number of school-based representative activities as COVID restrictions lift.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| Attendance An uplift in the proportion of students attending 90% of the time from a baseline of 54.9%. | We have achieved 44.7% which was a decrease of 10.2%. |
| Wellbeing An increase in proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School from a baseline of 54.6%. | We have achieved 61.9% which is an increase of 7.3%. This is above our Lower Bound target of 60%. |

| Funding sources | Impact achieved this year |
|--|--|
| <p>Integration funding support</p> <p>\$254,539.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Wyong High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Collaborative Data Skills and Use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments. <p>The allocation of this funding has resulted in: Identified students being supported across various settings within the school to achieve their academic, cultural and social learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: As this model is successful, we will continue in 2022.</p> |
| <p>Socio-economic background</p> <p>\$846,066.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyong High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Positive Behaviour for Learning and use of technology for success • High Impact Formative Assessment professional learning • Evidence informed practice • Whole school systemic approach to improve student attendance, engagement and belonging • Collaborative Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Adjusted Curriculum and AVID to support identified students with additional needs. • professional development of staff through AVID and Formative Assessment to support student learning • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Students having more equitable access to all educational opportunities across the whole school.</p> <p>After evaluation, the next steps to support our students with this funding will be: This model was successful so we will continue this in 2022.</p> |
| <p>Aboriginal background</p> <p>\$138,520.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyong High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student</p> |

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| <p>Aboriginal background</p> <p>\$138,520.00</p> | <p>population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school systemic approach to improve student attendance, engagement and belonging • Collaborative Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • engaging the Aboriginal Education Officer (AEO) to facilitate improved community engagement and cultural programs, including working with students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Our Year 7 and 9 Aboriginal student NAPLAN data has achieved 38.5% within the top three bands for reading, exceeding our baseline by 7.6%. We have achieved 50% of our Aboriginal students in the top three bands in numeracy, doubling our baseline. We have also supported our Aboriginal students in achieving success by attaining their HSC. All of these results have been achieved through partnership with community, immersion in culture and targeted learning support.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing this successful model for incoming and existing cohorts.</p> |
| <p>English language proficiency</p> <p>\$22,379.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wyong High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Students receiving targeted COVID and English Language interventions, supporting them with achievement in NAPLAN and the HSC.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with this successful model.</p> |
| <p>Low level adjustment for disability</p> <p>\$281,539.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Wyong High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students</p> |

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| <p>Low level adjustment for disability</p> <p>\$281,539.00</p> | <p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Collaborative Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • Development and delivery of strategies including checklist, targeting individual students and small groups by Instructional Leader, Numeracy Coordinator, LAST team and SLSOs, Aboriginal Education Officer and Aboriginal student tutor and Covid-19 tutors. <p>The allocation of this funding has resulted in: Key Staff using various data sources including NAPLAN, Check-in Assessment, Best Start, school based assessment and other assessment tools to target learning needs. Additional staff were used to support learning and wellbeing within the classroom to ensure optimum learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this successful model</p> |
| <p>Professional learning</p> <p>\$75,038.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wyong High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • High Impact Formative Assessment professional learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • Staff supported with professional learning in the areas of AVID and Formative Assessment to support student achievement targets in NAPLAN and HSC. • engage with external providers to support student engagement and retention • A variety of external providers ranging from Community Support to Educational Experts provided targeted support to students in order to facilitate engagement and retention and support Equity of Education. • professional development of staff through AVID and Formative Assessment strategies to support student learning • Whole School Team structures with external professional learning support enabling collaborative and reflective practices. <p>The allocation of this funding has resulted in: All teachers were supported with their PDP goals, aligned to personal goals, whole school targets and faculty needs. Furthermore, whole school PD targeted literacy and numeracy strategies to support SIP targets using a collaborative approach whilst building leadership capability across the school. This was an area deemed excelling as verified by the external validation process.</p> <p>After evaluation, the next steps to support our students with this funding will be: This school has embedded formative assessment practices and this will now be supported by a shift in focus on AVID strategies supporting literacy and numeracy.</p> |
| <p>School support allocation (principal</p> | <p>School support allocation funding is provided to support the principal at</p> |

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| <p>support)</p> <p>\$37,901.00</p> | <p>Wyong High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Increase SASS staffing to support with Principal and Executive administration needs and school communications, includes the employment of a Business Manager. <p>The allocation of this funding has resulted in: The resourcing of a Business Manager who oversees administrative tasks freeing up opportunities for instructional leadership and focus on quality teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Business manager is now a permanent member of staff.</p> |
| <p>COVID ILSP</p> <p>\$464,300.84</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to build skills and improve learning outcomes across a variety of KLAs. • providing targeted, explicit instruction for student groups in literacy in reading <p>The allocation of this funding has resulted in: This team of teachers triangulated data to establish students in appropriate groupings with systematic targeted support. They have also shared this data and accompanying resources with all faculties so the targeted learning support is further consolidated across all classrooms. This resource has been instrumental in the school achieving NAPLAN system targets.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this successful model for so long as funding is available.</p> |
| <p>Beginning teacher support</p> <p>\$34,065.00</p> | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Wyong High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional release time allocated throughout the full year to allow extra preparation and programming time and opportunities for one on one mentoring. <p>The allocation of this funding has resulted in:</p> |

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| <p>Beginning teacher support</p> <p>\$34,065.00</p> | <p>All beginning teachers were allocated timetable release with mentors to develop their pedagogical practice.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This successful model will continue including for new and second year teachers.</p> |
|---|---|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 404 | 391 | 420 | 390 |
| Girls | 335 | 347 | 350 | 335 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| 7 | 90.8 | 88.4 | 89.5 | 88.3 |
| 8 | 86.5 | 86.3 | 87.4 | 82.6 |
| 9 | 81.8 | 84.2 | 84 | 80.7 |
| 10 | 86.8 | 84 | 83.8 | 80.5 |
| 11 | 83.3 | 84.9 | 81.6 | 77.8 |
| 12 | 84.6 | 82.3 | 85.8 | 84.3 |
| All Years | 85.7 | 85.2 | 85.4 | 82.4 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| 7 | 91.8 | 91.2 | 92.1 | 89.7 |
| 8 | 89.3 | 88.6 | 90.1 | 86.7 |
| 9 | 87.7 | 87.2 | 89 | 84.9 |
| 10 | 86.1 | 85.5 | 87.7 | 83.3 |
| 11 | 86.6 | 86.6 | 88.2 | 83.6 |
| 12 | 89 | 88.6 | 90.4 | 87 |
| All Years | 88.4 | 88 | 89.6 | 85.9 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 | 0 |
| Employment | 0 | 0 | 28 |
| TAFE entry | 0 | 0 | 15 |
| University Entry | 0 | 0 | 27 |
| Other | 0 | 0 | 14 |
| Unknown | 0 | 0 | 16 |

Year 12 students undertaking vocational or trade training

37.61% of Year 12 students at Wyong High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

84.2% of all Year 12 students at Wyong High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 3 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 45.6 |
| Learning and Support Teacher(s) | 1.6 |
| Teacher Librarian | 1 |
| School Counsellor | 2.6 |
| School Administration and Support Staff | 17.28 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 1,164,309 |
| Revenue | 12,156,824 |
| Appropriation | 11,985,787 |
| Sale of Goods and Services | 24,375 |
| Grants and contributions | 145,685 |
| Investment income | 977 |
| Expenses | -12,097,401 |
| Employee related | -10,807,322 |
| Operating expenses | -1,290,078 |
| Surplus / deficit for the year | 59,423 |
| Closing Balance | 1,223,732 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 273,105 |
| Equity Total | 1,232,079 |
| Equity - Aboriginal | 134,899 |
| Equity - Socio-economic | 793,260 |
| Equity - Language | 22,379 |
| Equity - Disability | 281,540 |
| Base Total | 8,695,870 |
| Base - Per Capita | 202,765 |
| Base - Location | 0 |
| Base - Other | 8,493,105 |
| Other Total | 1,071,862 |
| Grand Total | 11,272,916 |

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

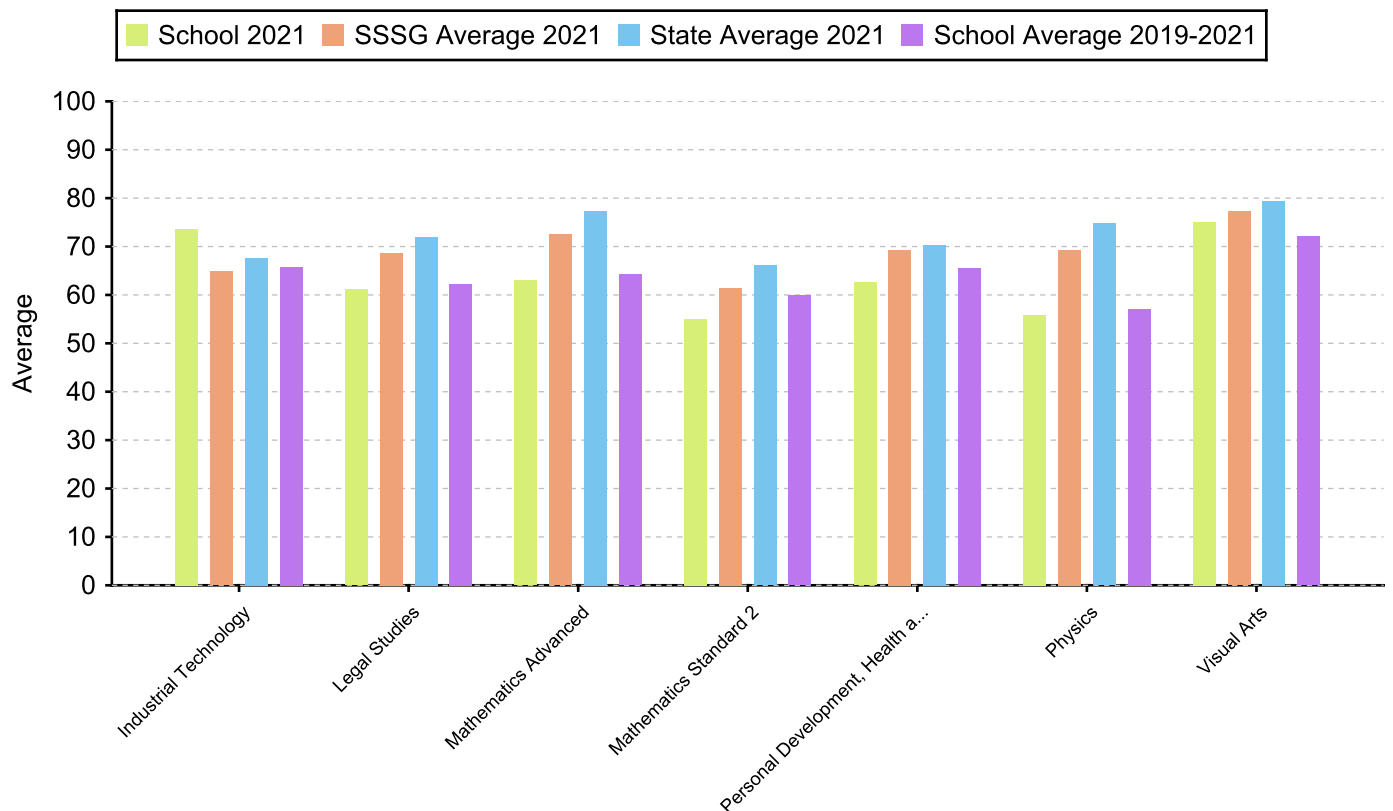
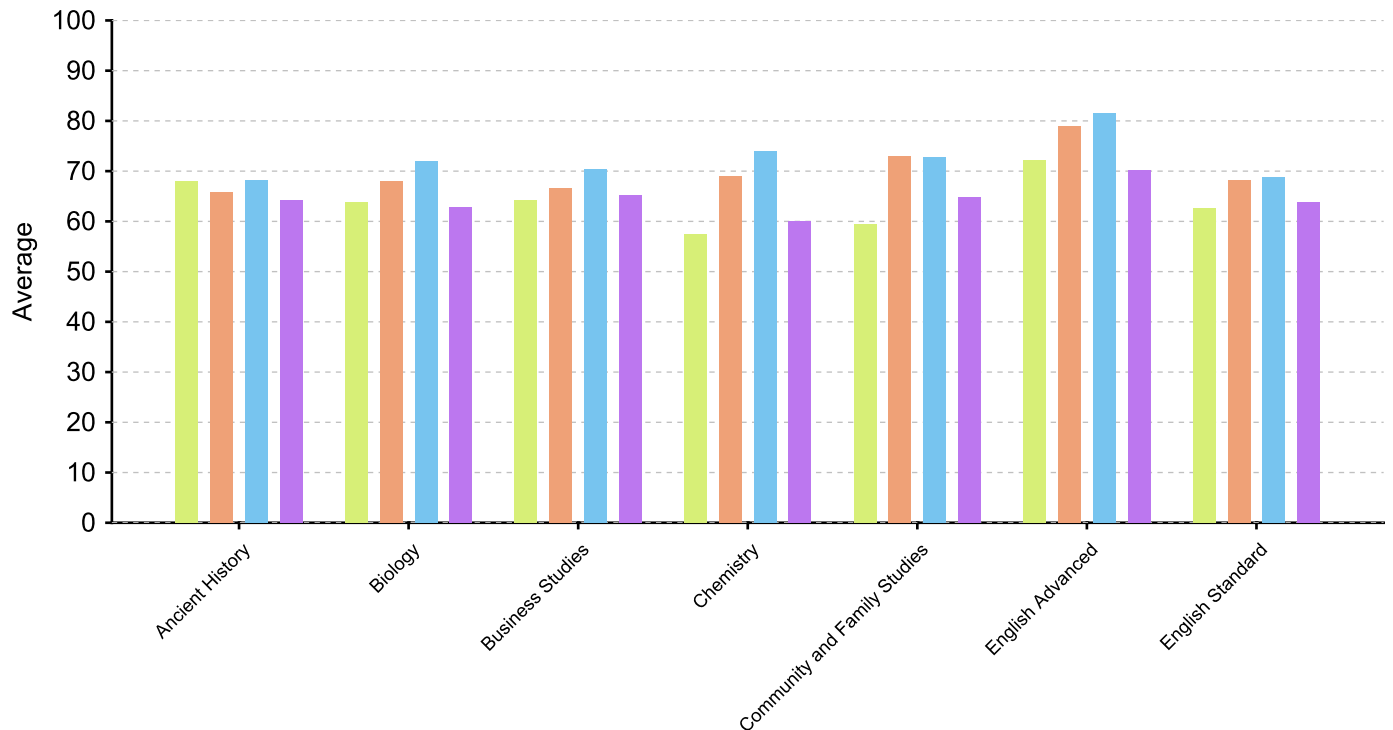
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021 | SSSG | State | School Average 2019-2021 |
|--|--------------------|-------------|--------------|-------------------------------------|
| Ancient History | 67.9 | 65.8 | 68.1 | 64.1 |
| Biology | 63.8 | 67.9 | 71.9 | 62.8 |
| Business Studies | 64.3 | 66.7 | 70.4 | 65.2 |
| Chemistry | 57.5 | 69.0 | 74.1 | 60.0 |
| Community and Family Studies | 59.4 | 72.9 | 72.7 | 64.9 |
| English Advanced | 72.1 | 79.0 | 81.4 | 70.1 |
| English Standard | 62.7 | 68.2 | 68.8 | 63.8 |
| Industrial Technology | 73.6 | 64.9 | 67.7 | 65.8 |
| Legal Studies | 61.1 | 68.7 | 72.0 | 62.3 |
| Mathematics Advanced | 63.0 | 72.5 | 77.4 | 64.2 |
| Mathematics Standard 2 | 55.0 | 61.4 | 66.1 | 59.9 |
| Personal Development, Health and Physical Education | 62.6 | 69.2 | 70.3 | 65.6 |
| Physics | 55.8 | 69.3 | 74.8 | 57.1 |
| Visual Arts | 75.1 | 77.2 | 79.4 | 72.1 |

Parent/caregiver, student, teacher satisfaction

Again a positive impact from our cross-faculty team structure led by classroom teachers and not executive has further developed a supportive structure including collaborative planning of lessons, peer feedback and sharing. This was validated through our External Validation process where the school was deemed to be excelling in those areas. Parent feedback surveys have again shown a high level of satisfaction with the school's communication and support for our students and families. Parents have indicated that they feel welcome and this was a target in the outgoing school plan. A common theme in staff and parent surveys continues to identify the need to build aspirations and lift expectation for our students. The Creating Chances, P-TECH and AVID programs have continually been identified as vehicles to support this, however the COVID pandemic has hampered some of the opportunities generated by these programs. These programs have always surveyed well with students, staff and parents. The area identified for improvement including an approach to manage the distraction of mobile phones in the classroom which impeded high expectations and learning was addressed through the changed school mobile phone policy and use of YONDA phone pouches. The need for greater access to parent portal, improved wearing of uniform and greater explanation to students and families of the award system has also been identified as a need for continued development.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.