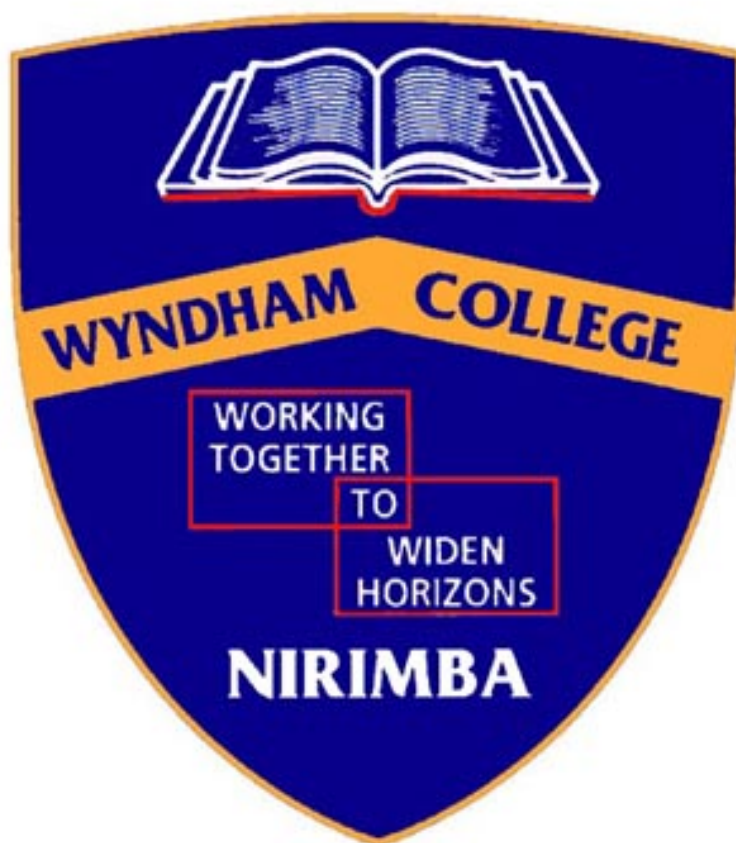


2021 Annual Report

Wyndham College



8277

Introduction

The Annual Report for 2021 is provided to the community of Wyndham College 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.

School contact details

Wyndham College

Nirimba Precinct Eastern Rd

Quakers Hill, 2763

<https://wyndhamcol-h.schools.nsw.gov.au/>

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

9208 7100

School vision

At Wyndham College, we work in partnership with the whole school community to create a safe supportive environment which will challenge and enable all students to identify and move towards reaching their potential.

At Wyndham College we are committed to educating a diverse community, within an environment of inclusion, to become responsible and successful learners focused on educational attainment. Every student and every teacher will be challenged to continue to learn and improve every year. To achieve academic excellence and prepare students for higher education, training and work we identify what works best and use explicit teaching strategies to enhance students literacy and numeracy understanding. There is a focus on metalanguage, deep content knowledge and understanding underpinned by a belief that every student has the ability to learn and adapt. Thereby becoming responsible citizens.

Our legacy will be the nurturing of young adults who have developed a love of learning, a suite of skills, a global outlook and a willingness to constructively participate in the wider community.

School context

Wyndham College provides a range of educational options for stage 6 students. The College offers a broad range of senior curriculum, supported by an extensive student well-being and support program.

Wyndham College is located in Quakers Hill on the Nirimba Education Precinct, and is a comprehensive senior high school and currently draws students from the three partner schools within the Nirimba Collegiate (Quakers Hill, Riverstone and Seven Hills High Schools). From 2021- the collegiate partners will be offering stage 6 courses. Wyndham College will be a stand alone stage 6 school in the Nirimba Collegiate. The College, with its reputation for the provision of high quality education, attracts a significant number of students from non-government schools. In future years this will be the target market for the college.

The College partners within the Nirimba Education Precinct are: Western Sydney University-The College Nirimba Campus, Western Sydney Institute of TAFE (Nirimba College) and the Catholic Education Office Parramatta Diocese (St John Paul II Catholic College).

Wyndham College is a comprehensive secondary school with a Support Unit which has four classes, located in Sydney's North Western area. The student population of 629 has been fluctuating over the last four years. Our school community is diverse. While many students have a non-English speaking background, 4% require some level of EAL/D (English an additional language or dialect) support. Six percent of all students identify as having an Aboriginal and/or Torres Strait Islander background. Students participate in a wide range of learning experiences in the pursuit of academic improvement and excellence. The school's staffing entitlement in 2021 was 56 teaching staff and 14 non-teaching staff. The school also employs a Head Teacher Technology from school funds. Our executive staff is stable with the majority being here for more than five years. There is a 5% turnover of staff each year. The school enjoys the support of its diverse community. We have fostered strong partnerships with universities, TAFE, other tertiary institutions, businesses and community groups. Students represent the school across the metropolitan area in music and dance ensembles and a wide range of sporting activities, with both state and regional representation. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

Through our extensive Situational analysis we have identified and are committed to continually improving effective classroom practices (*School Excellence Framework- SEF*) with staff professional learning (*SEF Learning & Development*) being the key to ensuring this. All staff have and will continue to engage in professional learning in the What Works Best Framework (WWBF). This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection (*SEF Data Skills & Use*), analysis and use which underpins our belief in individualized and differentiated learning (*SEF Learning Culture*). The school will introduce and refine programs in order to improve student engagement (*SEF Effective Classroom Practice*) in Stage 6. The programs will further develop the effective classroom practices that research shows will lead to enhanced learning outcomes for students. There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop their own HSC targets and strategic plans.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and development. We will focus on explicit, evidence based and researched-informed teaching and leading.

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.

- Supporting Teacher Growth
- Highly Effective Teaching Practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$176,057.09

Aboriginal background: \$40,000.00

English language proficiency: \$46,728.74

Professional learning: \$11,540.00

Per capita: \$8,000.00

Socio-economic background: \$189,535.59

Summary of progress

Whilst progress has been consistent, the degree to which collaboration occurred for teachers was delayed. Data continues to inform academic and well-being initiatives across the school, and there continues to be a strong focus on the development of quality assessment to provide consistent judgment of student learning.

The lower bound targets for the HSC have not yet been achieved, however, the data indicates that the school is progressing positively towards the agreed targets. Attendance is slightly below the state average and continues to be a focus area for the school community.

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
Student growth and attainment Students commence using the goal setting program to determine and work towards their learning goals. Most EAL/D students achieve results that are equivalent to the progress of all students in the college. Special Education students demonstrate their achievement of outcomes which are commensurate with their capability. Increase the proportion of students attending school more than 82% of the time.	<p>The commercial goal-setting program has ceased in 2021. Students are still supported in Connect sessions to set SMART goals for the HSC.</p> <p>There were 48 EAL/D students (emerging, developing and consolidating) who sat the 2021 HSC. The results for EAL/D learners exceed those of the state average (% of students in bands 4, 5 and 6), but are not yet equivalent to the results of all students sitting the HSC. EAL/D students were 6% below the general student population in the top 3 bands of the HSC.</p> <p>100% of students enrolled in courses based on Life Skills outcomes and content, achieved outcomes commensurate with their capability (achieved with support).</p> <p>The average attendance rate of 85.2% shows a steady rate of attendance that continues to be slightly (0.1%) above state average.</p>
Higher School Certificate attainment Improvement in the percentage of students in the top two bands to be	<p>18% of students attained results in the top two bands, demonstrating progress towards the lower bound target of 23.8%</p> <p>51.35% of students attained results in the top three bands of the HSC,</p>

<p>above the school's system-negotiated target baseline in the Higher School Certificate of 17.84% trending towards lower bounds of 23.8%.</p> <p>Improvement in the percentage of students in the top three bands to be above the school's system negotiated target baseline in the Higher School Certificate of 50.86% trending towards lower bounds of 56.5%</p> <p>70% of students from collegiate schools who have been identified as not achieving minimum standards in numeracy, reading and writing do so in Year 11.</p>	<p>demonstrating progress toward the lower bound target of 56.5%.</p> <p>94% of students have met the minimum standard in writing, numeracy, and reading by the end of the preliminary year.</p>
<p>All teachers demonstrate through observation and peer collaboration quality teaching skills by incorporating "What Works Best" into teaching and learning strategies and programs.</p> <p>An increased number of staff engaging in regular ongoing high impact professional learning to support effective teaching practices.</p>	<p>Delay in implementing these initiatives in 2021 have required this work to be postponed to 2022</p>

Strategic Direction 2: Wellbeing of Students and Staff

Purpose

To provide an educational environment that enhances student development as independent, resilient learners and citizens. We will focus on providing opportunities and initiatives that will ensure a sense of belonging and inclusivity.

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.

- Student Belonging and Inclusivity
- Attendance Monitoring and Uplift
- A whole school approach to wellbeing

Resources allocated to this strategic direction

Professional learning: \$11,500.00

Per capita: \$4,000.00

Socio-economic background: \$35,295.00

Aboriginal background: \$14,375.39

Summary of progress

The students at Wyndham have reported a slight decrease in positive levels of well-being during the 2021 school year. A whole-school approach to ensuring that students were connected to their teachers and support staff during the period of learning from home has ensured that students continued to feel that the school advocated strongly for their well-being outcomes.

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
Wellbeing Increase in the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School (Wellbeing Indicators) to 60%. (<i>SEF Learning Culture & Wellbeing</i>) Increase in the proportion of students reporting <i>Advocacy at School</i> to 55%. Increase in the proportion of students reporting <i>Expectations for Success at School</i> to 72%. Increase in the proportion of students reporting a <i>Sense of Belonging at School</i> to 57%.	<ul style="list-style-type: none">• Tell Them From Me (TTFM) data shows a decrease of 2.23% of reported positive well-being; an improvement of 1% in advocacy at school, 0.5% decrease in sense of belonging, and a 3% decrease in expectations of success.
Increase student engagement by promoting a sense of belonging and identity through a variety of initiatives. (<i>SEF Learning Culture & SEF Wellbeing</i>) Increase in the proportion of students having school attendance of more than	The average attendance rate of 85.2% shows a steady rate of attendance that continues to be slightly (0.1%) above the state average.

90%.	
Policies and procedures are reviewed and evaluated to manage unexplained absences and improve attendance. Procedures are adjusted and initiatives developed in response.	Delay in implementing this initiative in 2021 has required this work to be postponed until 2022.

Strategic Direction 3: Making Connections for Learning

Purpose

To foster a culture which encourages students and staff to develop experiences, make connections and build partnerships within and beyond the College. We will focus on co-designing educational pathways for all students. Professional learning will build staff capacity and foster education leadership.

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.

- Co-designing Educational Pathways
- Building Staff Capacity and Fostering Educational Leadership

Resources allocated to this strategic direction

Socio-economic background: \$35,463.94

Professional learning: \$31,000.00

Summary of progress

There were delays in the implementation of a number of initiatives associated with fostering educational leadership within the school. The level of parent engagement was limited during the reporting period and remains a focus area for school improvement.

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
<p>A minimum of 95% of students transition to higher education, training and/or work as a result of our targeted, intensive transition program.</p> <p>The School Excellence Framework (SEF) theme of 'Transitions and continuity of learning' in the 'Learning culture' element within the Learning domain is validated as 'Excelling'.</p> <p>100% of Aboriginal and Torres Strait Islander students complete Year 12.</p> <p>There is an annual uplift in the proportion of Aboriginal and Torres Strait Islander students moving into further education.</p> <p>Increase the percentage of High Potential and Gifted Education (HPGE) students challenged in their learning using the 'High skill/ High challenge data in Tell Them From Me survey (TTFM).</p>	<p>According to the post-school destination survey 45% have transitioned to higher education, training and/or work.</p> <p>Self-assessment against the SEF shows that the school is performing at sustaining and growing, rather than excelling.</p> <p>100% of ATSI students completed year 12 in 2021</p> <p>50% of ATSI students moved into further education, post-2021</p> <p>Delay in implementing this initiative has required this work to be postponed until 2022</p>
<p>Parent exit surveys reflect improved satisfaction with College ethos and practices.</p>	<p>Delay in implementing this initiative has required this work to be postponed until 2022. Parent exit surveys were not completed due to unforeseen circumstances.</p>

Improved parent Tell Them From Me (TTFM) survey data around 'parent engagement in learning'.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$923.04</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in: Allowed students to fully engage with all aspects of courses, in particular the practical aspects</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to fund professional learning for all staff on support strategies for refugee students.</p>
<p>Socio-economic background</p> <p>\$260,294.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyndham College 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"> • Co-designing Educational Pathways • Attendance Monitoring and Uplift • Student Belonging and Inclusivity • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items • employment of additional staff to support program implementation. • provide access to additional study/course resources <p>The allocation of this funding has resulted in: Additional staff allowed the College to maintain the broad and diverse curriculum choices for students, in particular the more specialised or less popular courses, this provided our students the opportunity to better frame and enhance their future career aspirations. Students tend to perform better in courses in which they have an interest, being able to maintain a broad and diverse curriculum contributes to enhanced performance in the HSC. Online study/course resources e.g. Edrolo, provided opportunities for students to access a wide range of information anywhere, anytime - particularly important during the extended periods away from face-to-face learning. The continued availability of these resources supports our students as they move towards their HSC. The employment of an additional well-being counsellor dovetailed with the existing School Counsellor in providing well-being and mental health support for our students. Economic hardship led to students requesting additional financial support. This need was met by the Student Assistance Program which provided uniform items, payment of course fees and extra-curricular activities. The affected students were then able to fully engage in course work and the relief from financial pressures.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to engage the student wellbeing/engagement coordinator to</p>

<p>Socio-economic background</p> <p>\$260,294.53</p>	<p>support our trajectory towards achieving student wellbeing targets.</p>
<p>Aboriginal background</p> <p>\$54,375.39</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyndham College. 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 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"> • Highly Effective Teaching Practices • Student Belonging and Inclusivity <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 deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: The employment of a specialist teacher provided support for our Aboriginal and Torres Strait Islander students. The role of this teacher provided direct support and intervention which in turn increased attendance, engagement and HSC attainment for our students. In addition to this specialist teacher, the College has a designated ATSI Year Adviser and Connect Class to further support the learning and well-being of our Aboriginal Background students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage a specialist Aboriginal education officer to deliver differentiated support to our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$46,728.74</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wyndham College.</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"> • Highly Effective Teaching Practices <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 <p>The allocation of this funding has resulted in: Identified students in need of EAL/D support are regularly monitored and supported. The College operates ESL classes and provides additional support via specific Connect groups.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage additional staff to support the learning needs of EALD students. The provision of professional learning to identify language and cultural needs for EALD students to access the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$176,057.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyndham College 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 enabling initiatives in the school's strategic improvement plan</p>

<p>Low level adjustment for disability</p> <p>\$176,057.09</p>	<p>including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices <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 <p>The allocation of this funding has resulted in: The funding has supported the specific learning needs of identified students. This has been achieved via the employment of School Learning Support Officers (SLSOs) who work alongside students in classrooms to assist with the teaching and learning for these students. The SLSOs are familiar with the needs of each student and work closely with the LaST to enable the achievement of the best possible learning outcomes. The College also employed a teacher to assist and support students who had not achieved the minimum standards required by NESA.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continued employment of SLSOs to support classroom teachers to differentiate the curriculum for students with additional needs.</p>
<p>COVID ILSP</p> <p>\$277,791.12</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 with specific attention on small groups identified for tuition. • providing targeted, explicit instruction for student groups in literacy • employing staff to provide online tuition to student groups in numeracy • providing targeted, explicit instruction for student groups in literacy • employing staff to provide online tuition to student groups in numeracy • employing staff to supervise and monitor progress of student groups engaging in online tuition in Business Studies, Legal Studies, Hospitality, Drama, Marine Studies, Sports Coaching and Japanese Beginners • providing intensive small group tuition for identified students who were difficult to reach during learning from home. • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: Students have worked effectively in small group sessions. The 40 minute time period have been effective as students have a large block of time where they are able to work with the tutor in a zone of proximal development. While tutoring at school, the semi-private spaces in the library and seminar rooms were beneficial in conducting tutoring sessions. As the year has progressed there has been an influx in student referrals both by students and teachers, this has led to a greater increase in the need for tutors in subject specific areas. From the beginning of the year there has been an increase in student engagement, with 7 students attending every session in Term 3 and 4 as opposed to sporadic attendance rates in Term 2. The program was in the planning stages in Term 1 and did not have students attend.</p>

<p>COVID ILSP</p> <p>\$277,791.12</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The next steps with this funding will be continuing the program into next year. This will include the implementation of literacy and numeracy groups that are based on student need. However, some changes will need to be made to encourage student attendance as this has been the main challenge. These changes will include engaging students from the start of the year, having a plan of what students can be working on if there is a session where the student does not want to work on their subject, hiring tutors who are subject specific in the areas the students need or providing more time for tutors to engage in professional learning.</p>
<p>Integration funding support</p> <p>\$117,867.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyndham College 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrate progress towards their learning goals. All PLSPs were regularly updated and responsive to student learning needs and provided personalised learning within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The use of integrated funding will be reviewed and adjusted throughout the year in response to PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	357	311	307	262
Girls	350	315	323	325

Student attendance profile

School				
Year	2018	2019	2020	2021
11	89.1	88	88.3	85.1
12	87	88.3	90.1	85.3
All Years	88.1	88.2	89.1	85.2
State DoE				
Year	2018	2019	2020	2021
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	87.7	87.5	89.1	85.1

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	N/A	N/A	N/A
Employment	N/A	N/A	14
TAFE entry	N/A	N/A	17
University Entry	N/A	N/A	16
Other	N/A	N/A	N/A
Unknown	N/A	N/A	64

Year 12 students undertaking vocational or trade training

55.59% of Year 12 students at Wyndham College undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

96.6% of all Year 12 students at Wyndham College 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)	11
Classroom Teacher(s)	36.18
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.28
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	1,318,505
Revenue	9,835,605
Appropriation	9,609,951
Sale of Goods and Services	30,654
Grants and contributions	194,346
Investment income	553
Other revenue	100
Expenses	-9,658,595
Employee related	-8,576,866
Operating expenses	-1,081,729
Surplus / deficit for the year	177,010
Closing Balance	1,495,514

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	118,790
Equity Total	537,456
Equity - Aboriginal	54,375
Equity - Socio-economic	260,295
Equity - Language	46,729
Equity - Disability	176,057
Base Total	7,707,763
Base - Per Capita	164,013
Base - Location	0
Base - Other	7,543,751
Other Total	859,739
Grand Total	9,223,748

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

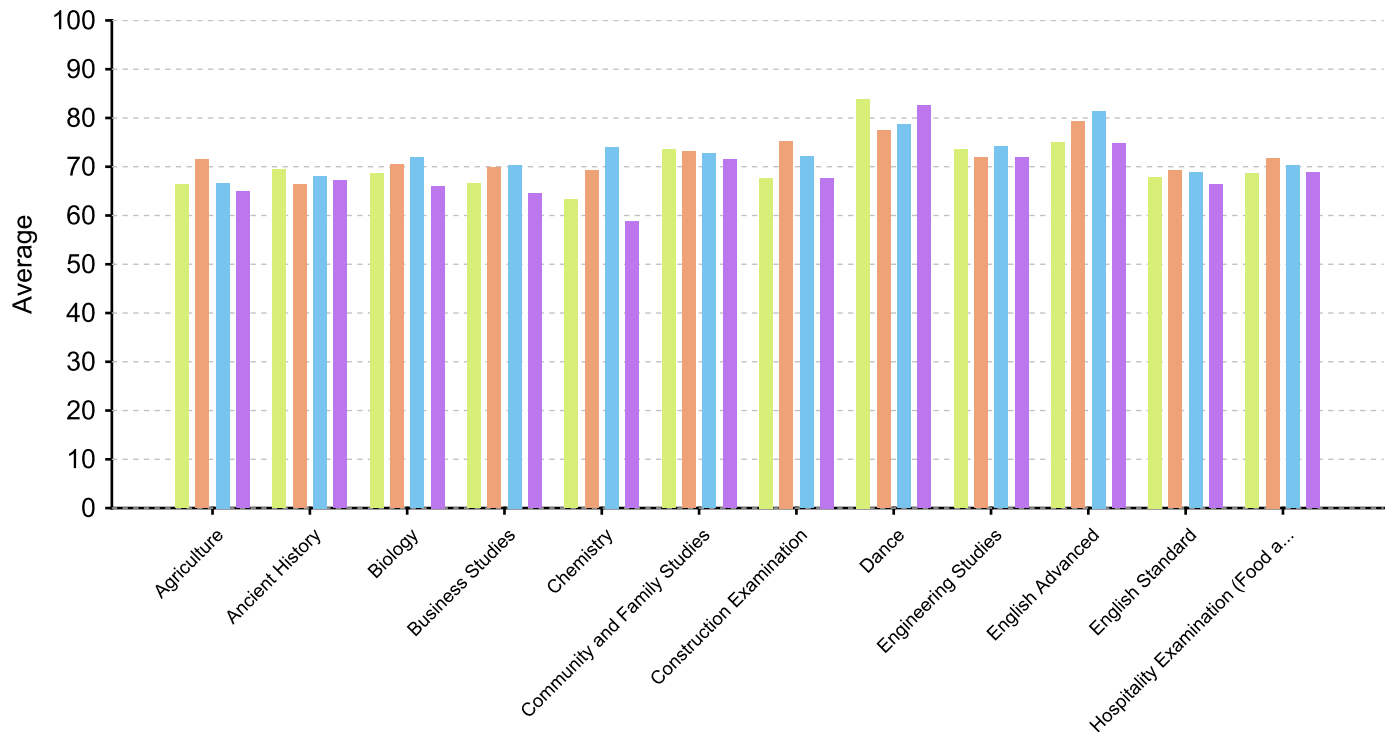
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

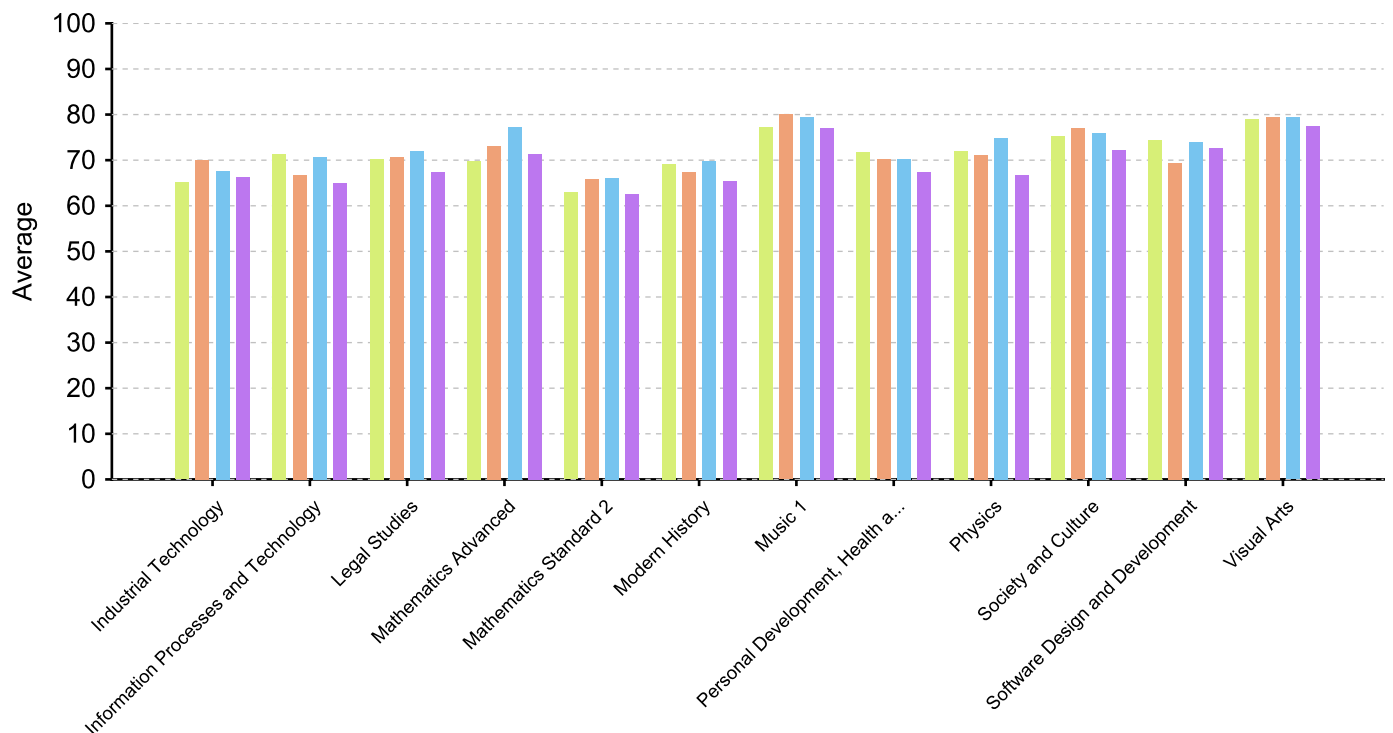
School performance - HSC

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.



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Agriculture	66.4	71.5	66.7	65.0
Ancient History	69.4	66.3	68.1	67.2
Biology	68.6	70.5	71.9	66.0
Business Studies	66.5	69.9	70.4	64.5
Chemistry	63.2	69.2	74.1	58.8
Community and Family Studies	73.5	73.1	72.7	71.5
Construction Examination	67.7	75.3	72.2	67.7
Dance	83.9	77.4	78.6	82.6
Engineering Studies	73.5	71.9	74.1	71.8
English Advanced	75.0	79.3	81.4	74.8
English Standard	67.9	69.2	68.8	66.3
Hospitality Examination (Food and Beverage)	68.7	71.8	70.3	68.7
Industrial Technology	65.1	70.1	67.7	66.3
Information Processes and Technology	71.4	66.7	70.8	64.9
Legal Studies	70.3	70.6	72.0	67.4
Mathematics Advanced	69.8	73.1	77.4	71.3
Mathematics Standard 2	62.9	65.9	66.1	62.5
Modern History	69.1	67.3	69.7	65.4
Music 1	77.3	80.0	79.4	77.0
Personal Development, Health and Physical Education	71.8	70.2	70.3	67.3
Physics	72.1	71.1	74.8	66.7
Society and Culture	75.3	76.9	76.0	72.2
Software Design and Development	74.5	69.3	74.0	72.8
Visual Arts	79.1	79.4	79.4	77.4

Parent/caregiver, student, teacher satisfaction

During 2021, the school engaged in meaningful dialogue seeking the opinions of parents, students and teachers about the school.

Parents involved in e-meetings and physical meetings (where permissible) of the Friends of Wyndham, the peak parent group, were regularly asked to comment on aspects of the college's performance in the delivery of the curriculum, management of students and the general organisation of the college.

The overwhelming response was that they are satisfied with all aspects of the college's performance singling out for special mention the dedication and teaching skills of all the staff.

Student and teacher opinions are regularly sought through Transition Day, our involvement in the "Tell them from Me" surveys as well as faculty input.

The surveys indicate that the majority of students are very satisfied with the quality of teaching, classroom resources and the physical environment of the college. Responses from teachers echo student views. The majority of responses indicated that they were pleased with the quality and work ethic of students and are particularly satisfied with the quality and quantity of support they received with interactive communication technologies.

Parents/Carers are also able to source information through the Sentral Parent Portal, which has proven to be very popular.

The College website and social media platforms have been developed to provide a very vibrant and 'user friendly' level of access. It contains a plethora of information.

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.